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ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of September 2001 provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: shark attacks ignite controversy in some Florida communities, Mexican president Fox and U.S. President Bush prepare to meet in Washington, U.S. Senate reviews President Bush's plan for stem cell research funding, CNN viewers get an exclusive tour of the International Space Station (September 4-7); Australia hardens its stance against illegal immigration, and researchers are one step closer to developing an HIV vaccine. CNN Newsroom broadcasts for the dates of September 12, 13, 14, 17 and 18 are preempted to allow for live CNN coverage of the events of September 11, 2001 and their effects on students' lives. Questions and activities that may help teachers address these events with students are provided. Special Edition of "America's New War" reports for September 20-21 and 24-28 include Pakistan's stand and chaos on the border of Afghanistan; U.S. troops prepare for action and the U.S. looks to Saudi Arabia for support; the strengthened spirit of Americans and a prayer service held at Yankee Stadium; diplomatic support from Russia and some of Afghanistan's neighboring countries; relinquishing of Americans' civil liberties to prevent terrorism; and the September 11 attacks financially cripple the airline industry, rental car industry experiences fallout from the attacks, and biological and chemical terrorism. (AEF)

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CNN Newsroom Classroom Guides, September 2001

M. Stevens

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CNN NEWSROOM Guide

September 04, 2001

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 01:05...02:05

Top Story ... 06:00...08:05
-Is the climate of fear surrounding shark attacks justified?
-Shark dives ignite controversy in some Florida communities.

In the Headlines ... 02:55...11:00
The U.S. and Israel back out of the U.N. racism conference in protest.

DAILY DESK ... 00:30...11:30

Health Desk ... 03:00...14:30
Young offenders get a second chance at military-style boot camps.

Health Desk Extra: Stem Cells ... 00:30...15:00
Scientists announce they have turned human stem cells into blood cells.

WORLDVIEW ... 00:20...15:20

Taking Care of Business ... 02:35...17:55
Once dependent on sugar, Cuba now looks to tourism to boost its economy.

Culture Watch ... 03:00...20:55
Meet a Cuban artist whose paintings are called "magical."

Sports Page: Cuba Diver ... 02:30...23:25
Diver Deborah Andollo breaks the record for free immersion.

NEWS CHRONICLE ... 00:25...23:50

Student Bureau ... 02:40...26:30
Some college freshmen share their first-year wisdom.

Look Ahead ... 01:00...27:30

Coming this Fall on CNN NEWSROOM:
"Hispanic Power: Beyond the Numbers"
"Incas"
"U.N. Special Session on Children"
"The Other Side of Africa"
"Bugs!"

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Summer of the Shark

1. What tragedy took place this past weekend in Virginia Beach, Virginia? Where was D vid Peltier playing when he was attacked? Why do some shark experts call this season "the summer of the shark hype"? Why do some observers call it "the summer of the shark"? Which do you think best describes this summer? Why? Which view does marine biologist Sam Gruber have? What evidence supports his view?

2. Cite some instances in which sharks have been in the news in recent months. Which cover stories seen in the video seem to be unrealistic? Why do you think these kinds of stories were published? What are experts saying about the number of shark attacks this year compared to those of previous years? In spite of all the attention surrounding shark attacks, what worries Florida's governor regarding his state's tourism industry? Why?

3. What is a shark dive? What are divers warned to do (and not to do) as they get ready for their shark encounters? What attracts the nurse sharks to the spot where the divers are? How do the sharks act toward the divers?

4. What is the purpose of the shark dive? What did the divers in the video think of the experience? What did they learn from their encounter? Why are some back on land concerned about the shark dives? What is the position of the Marine Safety Group on these dives? How do dive operators respond to these concerns? What did the State of Florida decide to do about shark dives after holding hearings on the issue? Do you agree with the state, or would you have advocated another course of action? Explain.

5. Ask students: What do you think of the media's coverage of this summer's shark attacks? Ask groups of students to find examples of media coverage of shark attacks this summer and analyze each. In each case, was the coverage accurate or sensational? Was it informative? Did it provide readers/viewers with information they needed to know? How was the story told? What facts were presented to educate the reader/viewer? Direct groups to look for evidence of fact versus "hype" in each story. After groups present their findings and analyses, ask them to put themselves in the place of television producers or print media editors, and ask: Would you have run any of these stories as your feature or top story?

Why or why not?

6. Your students might be interested to know that most scientists believe that sharks go back through the fossil record about 400 million years. Many believe that sharks represent the first fully-jawed vertebrates on Earth. Challenge your students, working in groups, to research and create visual representations of sharks that illustrate the shark's characteristics. Have groups label their visuals. Then, have groups conduct research comparing sharks to bony fish, and discuss those characteristics that make sharks a good example of the prehistoric among acquatic species.

LINKS:
http://www.cnn.com/2001/US/09/03/shark.attack.numbers/index.html
http://www.cnn.com/2001/US/09/03/other.attacks/
http://members.ozemail.com.au/~bilsons/SHARKS.htm#SHARK
http://www.pelagic.org/
http://www.enchantedlearning.com/subjects/sharks/allabout/

In the Headlines: Racism Conference

1. Where is the United Nations Conference on Racism being held? Why have the U.S. and Israel backed out of the conference? Who is Colin Powell? In his statement, Secretary Powell said, "I know that you do not combat racism by conferences that produce declarations containing hateful language..." What do you think he meant?

2. Besides the Zionism controversy, what other issue has divided countries attending the anti-racism conference? Which nations back the idea of an apology for trans-Atlantic slavery? Which do not? What consequences do these nations fear? What action has Germany already taken on this issue? Do you feel an apology is appropriate? State your rationale.

3. What is Zionism? Direct your students to research this term and share their findings. Then, have students work in groups to learn more about the history of the modern-day nation of Israel and the movement that brought that nation into existence. Have groups present their information. Ask students to consider whether the Israel and the U.S. were justified in their walking out of the conference. Have each student write a paper either defending or disputing the U.S./Israeli action.

LINKS:
http://www.cnn.com/2001/WORLD/africa/09/03/racism.conference/index.html
http://www.cnn.com/SPECIALS/2001/facing.hate/
http://www.un.org/WCAR/

EDITOR'S NOTE:
Virginia Beach
shark attack
media hype
recession
shark dive
racism
Zionism
trans-Atlantic slavery

DAILY DESK

Health Desk: Kid's Boot Camp

1. Who are the drill instructors training at the boot camp seen in the video? What types of crimes did these young offenders commit? What is the purpose of offender boot camps? Why have some boot camps been shut down?

2. As a class, have students discuss the extent to which they think juvenile crime is a problem in the U.S., and why juvenile crime occurs. Then, have students work in groups to learn more about juvenile crime and its causes. After groups share their findings, ask: Why do you think the incidence of violent juvenile crime in the U.S. has decreased in recent years?

3. How does the U.S. deal with juvenile offenders? Divide the class into small groups and assist each group in conducting research to answer this question. Share group findings in class discussion. What are the most severe sentences a juvenile offender can face in your community and state? What are some of the alternatives to incarceration? Are boot camps an option in your community? If so, do students think they are effective at rehabilitating young offenders? After brief discussion, challenge each student to write a paper offering his/her ideas for confronting the issue of juvenile crime.

LINKS:
http://brendan.ncjfcj.unr.edu/homepage/ncjj/ncjj2/main.htm
http://www.kci.org/publication/bootcamp/docs/nij/Correctional_Boot_Camps/index.htm
http://brendan.ncjfcj.unr.edu/homepage/ncjj/ncjj2/main.htm
http://www.sunspot.net/features/health/sns-health-bootcamps.story?coll=sns%2Dhealth%2Dheadlines

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EDITOR'S NOTE:
boot camp
juvenile offender
juvenile crime
stem cells

WORLDVIEW

Taking Care of Business: Cuba Tourism

1. What kinds of scenes are now evident in what was once Cuba's "sugar country"? What are one-time sugar cutters now doing for a living? What structures now replace sugar cane fields?

2. Who is helping Cuba's government sponsor tourism along the country's Northeastern coast? From where do most of the tourists come? What do they see as the advantages of a vacation to Cuba? What happened to Cuba's sugar industry in the 1990s? To what industry did the government turn as an income producer? How much of Cuba's income does tourism now generate? About how many visitors are expected in Cuba this year?

3. In the video, we hear that "...the island is still off-limits to the nearby Americans..." Direct students to

the Internet and other resources to learn more about the U.S. State Department's policy on American travel to Cuba. Share student findings. Under what conditions may Americans travel to Cuba? Why does the U.S. government restrict travel to Cuba? Discuss.

4. Direct groups of students to the Internet and other resources to research the relationship between sugar and Cuba's economy. Have each group present its information. Discuss the factors that have led to the demise of sugar as the chief source of revenue for the country. Generate a class discussion about the kind of economic system found in Cuba, and to what extent this system promotes the growth and development of new industries. Ask students to speculate as to what might happen to Cuba's economy if the country is unsuccessful at attracting tourists.

LINKS:
http://historyofcuba.com/history/timetbl1.html
http://www.cubanews.com/sugar.html
http://www.cubansugar.com/
http://travel.state.gov/cuba.html
http://www.culturecuba.com/index.html

Culture Watch: Cuba Artist

1. Who is Manuel Mendivez? What is his ethnic background? How does his background influence his art? What kinds of stories do his paintings tell? With what does he surround himself at home? Why? Where has his work been displayed? What label does Mendivez dislike? How does he prefer to describe himself?

2. Use this opportunity to have your students, working in groups, explore Cuban culture. Have groups prepare interactive presentations about various aspects of Cuban and Afro-Cuban culture, such customs, traditions, food and music. Have students make their presentations to the class.

LINKS:
http://www.cubanculture.com/
http://afrocubaweb.com/

Sports Page: Cuba Diver

1. What is "free immersion"? Who now holds the record for free immersion? For how long and how deep did she descend without oxygen or any means of propulsion? What, according to Deborah Andollo, has been her life's dream? How is Andollo perceived in her home country?

2. What is free diving? Why is it a dangerous sport? What happened to Deborah Andollo on her previously unsuccessful attempt at a world record? Why do free divers sometimes black out?

3. Where is Deborah Andollo next headed? Why do you think she continues to try to beat her own (and others') records? Do you think holding a world record is a significant achievement? Why or why not? Do you think it is worth risking one's life? Explain. Do you consider sports record holders to be national heroes? State your rationale.

LINKS:
http://www.lilo.lic.ti-edu.ch/wwwlilo/Studenti/Deborah.htm
http://www.notmsn.com/bios/deborah.htm

http://www.seagrant.wisc.edu/madisonjason11/diving_free.html

EDITOR'S NOTE:
Cuba
sugar cane
tourism
communist
contemporary painter
ancestors
free immersion
world record

NEWS CHRONICLE

Student Bureau: College Freshmen

1. Summarize some of the observations from the freshmen in the video on their initial college experiences. Were you surprised to hear one student talk about homesickness? Why or why not? What do you think one student meant when she said college "is so different"? What are some of your expectations and perceptions about college life? What aspects of college life seem most challenging to you? Which do you think you might enjoy most?

2. Ask your students to interview college students about their experiences. What advice would the students offer those who plan to attend college in the near future? Have each student share a written copy of his/her interview with the class. Compile the best recommendations into a list of Tips for College-Bound Students, and distribute copies of the list among your school's upperclassmen.

LINKS:
http://www.mycollegeguide.org/index.html
http://www.epinions.com/educ-review-1D0F-591A921-39D52928-prod1?sp=ink

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EDITOR'S NOTE:
freshmen
major
roommate
homesick

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CNN NEWSROOM Guide

August 05, 2001

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 01:00...02:00

Top Story ... 02:00...04:00
Mexican Pres. Fox and U.S. Pres. Bush prepare to meet in Washington.

U.S.-Mexico Agenda: Andres Bermudez ... 03:00...07:00
A Mexican migrant worker leaves his town poor, but returns triumphant.

In the Headlines ... 01:00...08:00
-Two computer giants announce a merger.
-Motorola introduces a faster computer chip.

DAILY DESK ... 00:30...08:30

Business Desk ... 02:50...11:20
The most expensive arena in the U.S. is being built in Texas.

Business Desk Extra: Living in the Past ... 03:00...14:20
Tenants with an eye for history lease old homes from the National Park Service.

Ask CNN: Online Banking ... 01:00...15:20
How safe is online banking?

WORLDVIEW ... 00:25...15:45

Around the World ... 02:40...18:25
New programs lead to a decrease of homelessness in Britain.

Inside Europe ... 03:10...21:35
Hot temperatures turn soggy London sultry.

Information Please ... 02:40...24:15
Londoners are concerned about the condition of their subway system.

NEWS CHRONICLE ... 00:45...25:00

Student Bureau ... 02:10...27:10
Some young adults experience a crisis when faced with the realities of modern life.

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: U.S.-Mexico Agenda

1. Who is the current president of Mexico? What issue has caused his popularity to sag at home? What two issues does he plan to discuss with U.S. President Bush? What is the intent of NAFTA?

2. Who has exerted pressure to prevent Mexican trucks from entering the U.S.? What are the Teamsters demanding before the trucks can enter? How do American importers and exporters respond to this demand? Where does Congress stand on the trucking issue?

3. How has President Fox tried to make his country's case in this matter? What could happen if Congress refuses to allow Mexican trucks to enter the U.S.? How might Congress' denial lead to other trade problems with Mexico? What limits are currently placed on Mexican trucks in the U.S.? Why is the Bush Administration charging that some in Congress are making the U.S. "look bad"?

4. What is NAFTA? Who are the interests that support this treaty? Who opposes it? Divide the class into small groups. Direct each group to conduct research to learn more about NAFTA, its aims and provisions, as well as the political interests that either support or oppose it in the U.S. Have each group present its findings. Given what students have learned in their research and heard in the video, do they think a U.S. denial of Mexican trucking would violate the terms of that agreement? How do they think the opponents of Mexican trucking feel about preserving NAFTA? Why? Discuss.

LINKS:
http://www.cnn.com/2001/WORLD/americas/09/03/mexico.us.fox.ap/index.html
http://www.cnn.com/2001/ALLPOLITICS/08/15/hoffa.mexico.trucks/index.html
http://www.customs.ustreas.gov/nafta/history.htm
http://the-tech.mit.edu/Bulletins/nafta.html
http://www.nafta-customs.org/

U.S.-Mexico Agenda: Andres Bermudez

1. Approximately how many illegal Mexican immigrants live in the U.S.? What kind of immigration policy would U.S. President Bush like to develop with Mexican President Fox? What is amnesty? Do you think this is a good idea? Why or why not?

2. Who is Andres Bermudez? When did he come to Los Angeles? How did he get there? How did he earn a living in California? What caused his fortunes to change?

3. To what office has Bermudez recently been elected? What does he plan to do to help the people of Jerez? What advice does he have for President Bush?

4. The story of Andres Bermudez is one of rags-to-riches. In fact, movie studios are fighting over the rights to his story. Ask students to search local media resources to find stories of local immigrants who have found success in the U.S., and share their findings in class discussion. If possible, invite a local businessperson who emigrated to the U.S. from another country to discuss the challenges he/she faced as an immigrant. Discuss the similarities and differences between this person's experience and that of Andres Bermudez.

LINKS:
http://www.latimes.com/news/nationworld/world/la-082001jobs.story
http://www.emulateme.com/content/mexico.htm
http://environment.about.com/library/weekly/blte7.htm

EDITOR'S NOTE:
George W. Bush
Vicente Fox
NAFTA
Teamsters
immigration policy
Andres Bermudez
merger
computer chip

DAILY DESK

Business Desk: Costliest Arena

1. In what city is the costliest arena in the U.S. being built? What is the name of this arena? Who are the masterminds behind this facility?

2. What are some features of this arena? The facility is described in the video as "what happens when sports, entertainment, technology and high society collide." What do you think this means? Do you think this is an accurate description of the American Airlines Center? Why or why not?

3. Who will foot the bill for this arena? How will tourists pay for it? Why do you think some taxpayers voted for the facility? Who will pay the remaining 300 million dollars? Who are some of the sponsors of this arena? Do you think sponsoring the arena is a good advertising investment? Explain. Do you think fans will support this facility? Would you want to attend an event there? Why or why not?

4. Are sports arenas good investments for taxpayers and corporate sponsors? Divide the class into groups. Have each group select a sports arena in your region and conduct research to learn more about its features and economic benefits and downsides. Ask groups to address the following questions:
   - Who built the arena, when was it built, and how much did it cost?

- If taxpayer help was needed to build the facility, how was tax funding generated?
- Are taxpayers still paying for the facility? If so, how?
- What corporate sponsors and private investors support the facility?
- What kinds of events have been held there? Do these events typically draw capacity or near-capacity crowds?
- Does the facility generate economic benefits for the community, such as jobs and tax revenue?

Ask groups to share their information. Discuss whether these facilities have weathered economic hard times, and if they are now self-sustaining. As a class, evaluate whether each of the facilities profiled has been a good or bad investment for citizens and businesses.

5. Teachers: For a related lesson plan, please consult this Riverdeep.net site: http://www.riverdeep.net/teaching_the_news/news_2000/oct/101700_stadiums.jhtml.

LINKS:
http://www.ncpa.org/pd/state/oct98b.html
http://www.myprimetime.com/play/culture/content/ballparks_intro/
http://beta.collectingchannel.com/?page=welcome/stadiums
http://www.ballparks.com/
http://stadianet.vml.com/go.php
http://www.gwcc.com/dome/index.html
http://www.bcplacestadium.com/bcplacestadium/index.html

Business Desk Extra: Living in the Past

1. Where do David and Jill Drupa live? Where is the lockhouse located? Who owns it? How much do the Drupas pay to rent this house? Besides paying the rent, what do they have to do in order to live there? How much have they spent on improvements to this property? What are some of the things they have done to maintain and modernize the house?

2. Why is the National Park Service leasing these properties? How many properties does the Park Service hope to eventually lease? Would you be interested in living in one of these houses on the condition that you helped to renovate it? Why or why not?

3. Use this opportunity to familiarize your students with the National Park Service, its mission, and some of the sites it manages. The two Web sites below provide this information. If one of these sites exists in your area, arrange for a field trip or have students consult park rangers to learn more about it and its history.

LINKS:
http://www.nps.gov/
http://www.cr.nps.gov/

EDITOR'S NOTE:
American Airlines Center
arena
Texas
taxpayer
sponsor

logo
National Park Service
online banking

WORLDVIEW

Around the World: Britain Homeless

1. Has homelessness in Britain increased, decreased, or remained the same over the last three years? Which city in England has the most homeless people? Why? What are the different ways that homeless people are being helped in England?

2. Refer students to multimedia resources, including the links below, to learn more about homelessness in England and the United States. For both countries, challenge students to identify why homelessness exists, the status of this problem, and the types of services that are available for the homeless. After students compare and contrast their findings, ask: What are the differences between the services that exist in England and the United States? Which services are the most effective? Why?

3. Ask students: Is homelessness a problem in your community? If so, help your students brainstorm ways that they can aid the homeless. Then, challenge them to develop a volunteerism plan for assisting the homeless. Invite a person who works at a homeless shelter or organization to speak to your class about the problems experienced by homeless people, and the challenges associated with helping these individuals.

LINKS:
http://www.thamesreach.org/uk/
http://www.shelter.org/uk
http://www.hud.gov/homeless/index.cfm

Inside Europe: Hot London

1. For what kind of weather is London typically known? What kind of weather has it faced this summer? How are the high temperatures affecting everyday life in London?

2. How has the heat affected the Queen Mother? Why don't the royal palaces have air conditioning? Why don't most Britons have air conditioning? Given Great Britain's location and geography, would you expect the country's citizens to have air conditioned homes and businesses? Explain. How has the weather impacted the demand for a change in this trend?

3. How does weather impact your students' daily lives? Ask them to make generalizations about normal weather patterns in your region. Then ask: How do unexpected extremes affect your life and the life of your community, from minor incovenience to threats to life and property? Divide students into groups and have each group research one extreme weather circumstance their community has experienced. This could be anything from a natural disaster, such as a hurricane, to an unexpected cold snap. Have each group report its findings, along with the human and economic costs (or benefits, if applicable) of this event.

LINKS:
http://www.cnn.com/WEATHER/eu/England/LondonEGLL.html
http://www.wunderground.com/global/stations/03772.html

http://www.bbc.co.uk/weather/
http://www.meto.gov.uk/datafiles/RBPMS.html

Information Please: Britain Underground Tube

1. What is the condition of the London Underground? By what name do Londoners affectionately refer to their subway? How does the British government hope to raise money to pay for subway improvements? Why is the British public unenthusiastic about their government's Partial Privatization Plan?

2. What is "privatization"? Inform students that privatization occurs when the government allows public services to be controlled by private companies. Then, have each student choose a public service, such as a school, a subway, or an army. Instruct students to examine the pros and cons of privatizing these public services. Then, have students write brief speeches about whether or not these services should be privatized and share their speeches with the class.

LINKS:
http://www.thetube.com
http://www.geocities.com/paris/metro/7527

EDITOR'S NOTE:
Great Britain
homelessness
London
Queen Mother
air conditioning
heat exhaustion
the Tube
subway

NEWS CHRONICLE

Student Bureau: Quarterlife Crisis

1. What is "quarterlife crisis"? When did Kayse Nelson experience this phenomenon? According to author Alexandra Robbins, when does quarterlife crisis usually start? How does this compare to the mid-life crisis the parents of these young adults face? How does modern society "speed up" the world of today's young adults? Why are some critical of the quarterlife crisis diagnosis?

2. Do young people your age ever experience personal crises? What events do you think can trigger a personal crisis for a young person? What would you recommend a friend do if he/she was experiencing a crisis? How much do you think the demands of modern life contribute to personal crises? Why do you think this is so?

LINKS:
http://oprah.oxygen.com/tows/pastshows/tows_past_20010611_c.html
http://www.improvingme.com/

EDITOR'S NOTE:
quarterlife crisis
twenty-something
real working world
expectations

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CNN NEWSROOM Guide

August 06, 2001

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:10... 01:10

TODAY'S NEWS ... 01:05...02:15

Top Story ... 02:45...05:00
-The U.S. Senate reviews Pres. Bush's plan for stem cell research funding.
-CNN's Elizabeth Cohen takes us to a stem cell lab.

In the Headlines ... 02:30...07:30
U.S. Pres. Bush welcomes Mexico's Pres. Fox to Washington.

DAILY DESK ... 00:30...08:00

Science Desk ... 02:00...10:00
U.S. government legislation will require tire pressure warning systems on vehicles.

Science Desk Extra: Synchronized Swimming ... 03:00...13:00
Synchronized swimming combines athletic and artistic precision.

WORLDVIEW ... 00:20...13:20

Wild Kingdom ... 04:50...18:10
A Southwestern historian aims to save horses and history.

World of Science ... 03:35...21:45
Researchers use science to help dolphins reproduce in captivity.

NEWS CHRONICLE ... 00:30...22:15

State Dinners ... 05:00...27:15
Letitia Baldridge, former social secretary to Jacqueline Kennedy, offers an insider's perspective on state dinners.

Today on CNN ... 00:30...27:45
An exclusive tour of the ISS, from 9:17 a.m. ET - 9:33 a.m. ET, only on CNN

CNN NEWSROOM CLOSE ... 00:15... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Stem Cells

1. What was President Bush's recent decision on federal funding for stem cell research? Why are some concerned about the number of stem cell lines that meet the president's research guidelines? How does Health and Human Services Secretary Tommy Thompson respond to their concerns? Why are some opposed to any stem cell research?

2. In what kind of technology does BresaGen specialize? How many stem cell lines eligible for federal funding does the company own? How are the stem cells stored? What is a cryogenic tank? What potential do stem cells offer to those suffering from disease? Before extensive research can begin, what logistic and legal hurdles must be overcome?

3. What are stem cells, and how are they created? What benefits could be derived from stem cells? What controversies surround their creation and ownership? Divide the class into three groups. Assign each group one of these questions to research. Have each group present its findings. Assist the class in combining all the information into a resource titled "Frequently Asked Questions about Stem Cell Research." Make photocopies of the resource and distribute it to biology and life science classes for students' future use.

4. Teachers: Your students can gain insight into the terms associated with stem cells by going to Harcourt's Academic Press Dictionary of Science and Technology: http://www.harcourt.com/dictionary/.

   You can find related CNNfyi.com lesson plans here:
   http://fyi.cnn.com/2001/fyi/lesson.plans/07/12/stem.cell/index.html
   and
   http://www.cnn.com/2001/fyi/lesson.plans/08/10/stem.cell.politics/.

LINKS:
http://www.cnn.com/2001/US/09/05/cohen.debrief.otsc/index.html
http://diabetes.about.com/library/blnews/blnstemcellupdateNIH801.htm
http://www.bresagen.com.au/

In the Headlines: U.S.-Mexico

1. What was the overriding theme of the meeting between Presidents Bush and Fox in Washington? How did President Fox's comments underscore that theme? On what issues did President Bush call for

cooperation? In spite of the positive tone of their meeting, why are both presidents "disappointed"?

2. What kind of agreement would Mr. Fox like to see for Mexican workers and illegal Mexican immigrants in the U.S.? What is preventing such an agreement? How are George W. Bush and Vicente Fox alike? What political problems do they share as well?

3. For more on the meeting between these two presidents and the U.S.-Mexico agenda, please see yesterday's CNN NEWSROOM Daily Guide: http://turnerlearning.com/newsroom/archive/0901/NR090501g.html.

LINKS:
http://fyi.cnn.com/2001/fyi/news/09/05/bush.fox/index.html
http://www.cnn.com/2001/ALLPOLITICS/09/05/us.mexico/index.html
http://www.time.com/time/covers/1101010611/

EDITOR'S NOTE:
stem cells
embryonic
cryogenic
unethical
Vicente Fox
George W. Bush
immigration
green card

DAILY DESK

Science Desk: Tire Pressure

1. In what year will the tire pressure warning system go into effect? Why is it important for cars to have the correct tire pressure? How did the Ford Explorer rollovers influence this legislation? What are two strategies to monitor tire pressure? Which do you think would be more effective? Explain.

2. Inform students that on November 1, 2000, President Clinton signed the Transportation Recall, Enhancement, Accountability, and Documentation (TREAD) Act into law. Refer students to the Web sites below to identify specific information about the TREAD Act. Then ask: Do you think the law will be effective in promoting auto safety? Discuss.

3. Have students conduct further research about Charles's Law using the Web sites below. Students may also want to use Riverdeep.net's Introduction to Charles's Law: http://www.riverdeep.net/science/chemistry_explorer/ce_handouts/gsl/gslexpl2.pdf;$sessionid$QBAFP3QAAAEP4CQFAGMCIIQKAUAZOI5G.

   Then ask: How is Charles's Law applicable to maintaining correct tire pressure? Why might overinflated tires become problematic on a long road trip?

4. Instruct students to determine how to calculate the amount of air pressure in a tire. Students may want

to use the following formula: Pressure = Force/Area. Remind students that air pressure is expressed in pounds per square inch (psi) or kiloPascals (kPa). Direct students to consult the owner's manuals for their family cars to identify the correct amount of air pressure for the tires on that car. Create a list of vehicles and suggested tire pressure amounts on the board. Then ask: Why do you think different types of vehicles require tires with different amounts of pressure? Which vehicles require tires with more air pressure? Why do you think this is so?

LINKS:
http://www.retread.org/Inflation/
http://www.rma.org/tiresafety/tiresafety.html
http://www.howstuffworks.com/pressure-gauge.htm
http://www.sema.org/fedleg/fedredhot/hr5164su.html
http://www.nhtsa.dot.gov/cars/problems/studies/insurance/insreport4final.htm

Science Desk Extra: Synchronized Swimming

1. How would you describe synchronized swimming? Who is Tuesday Middaugh? How did she become interested in synchronized swimming?

2. What are some of the skills synchronized swimmers have to master? What is a rotary kick? What life skills do synchronized swimmers learn by participating in their sport? Why are the teens in the video attending this camp?

3. Challenge your students to explore the physical science at work in water sports like swimming and diving. Direct each student to choose one water sport and conduct research to learn more about the physics behind it. Students will want to examine concepts such as buoyancy, drag, force and acceleration as they relate to their chosen sports. Have each student write a paper explaining how this information could be used by an athlete to improve his/her performance in that sport.

4. Teachers: Check out this related activity from Riverdeep.net on "Achieving Athletic Excellence": http://riverdeep.net/teaching_the_news/news_2000/june/front.210600.sports.jhtml.

LINKS:
http://www.worldwideaquatics.com/Olympics/synchro.htm
http://www.usasynchro.org/usss/2001/nav_frames.htm?index.htm~mainFrame
http://www.aquaholic.com/gasses/archem.htm
http://www.exploratorium.edu/xref/phenomena/buoyancy.html
http://filebox.vt.edu/users/eegglest/
http://physics.miningco.com/library/weekly/aa090200b.htm

EDITOR'S NOTE:
tire pressure
warning system
traction
synchronized swimming
buoyancy
precision
athleticism

artistic

WORLDVIEW

Wild Kingdom: New Mexico Horses

1. Who is Carlos LoPopolo? What kinds of horses have captured his interest and his efforts? How did he become interested in these horses? Who established the first European settlement in the Southwest? What did he bring from Spain to the New World? How has Carlos LoPopolo been able to account for many of these horses?

2. What is the name of LoPopolo's project? How does he find his horses? What role does modern science play in identifying them? How is archaeology being used to establish whether these horses are direct descendants of North America's first horses?

3. What "emotional ups and downs" have LoPopolo and his project members faced? According to LoPopolo, what is the "typical" attitude towards these horses? How has this attitude led to their near extinction? LoPopolo calls these horses "national monuments." What does he mean? Why do you think he gives them that title?

4. Why are there so few of these horses left in North America? Direct students to work in groups to learn more about the fate of these and other large mammals that exist in dwindling numbers or have disappeared from North America. Groups may want to investigate bison, sabertooth tigers, and mammoths as some examples. Have each group report on its findings. Discuss the factors that may have contributed to the demise of each species, and the lessons that can be learned from these examples.

LINKS:
http://www.cnn.com/2001/TECH/science/08/05/wild.horses/
http://www.nmhp.org/index.html
http://www.wildhorseandburro.blm.gov/

World of Science: Dolphin Breakthrough

1. Why do the baby dolphins at Hong Kong's Ocean Park Aquarium owe their existence to science as well as to nature? What problems occur with the offspring of dolphins that reproduce in captivity? Until now, what was the solution to these problems? How is a new technique improving the chances for healthier dolphin babies? How could this new advance benefit other dolphin populations in captivity?

2. How do animal species fare in captivity? Which ones thrive? Which do not? Why? Contact a local zoo or other animal habitat and ask a representative to address the class on animals in captivity. Ask the speaker to talk about human efforts to improve the well-being of these animals, and what students should know about the animals and their new homes before visiting their habitat.

LINKS:
http://www.wcug.wwu.edu/~narf/dolp/
http://www.wdcs.org/
http://www.inkokomo.com/dolphin/captivity.html
http://www.rainbowdolphin.com/dolphins/anatomy_inside.shtml

EDITOR'S NOTE:
New Mexico
Spanish horse
breed
national monuments
DNA
pueblo
dolphins
captivity

NEWS CHRONICLE

State Dinners

1. Who is Letitia Baldridge? Describe what one experiences at a presidential state dinner. What is a receiving line? What is "etiquette"?

2. What kind of planning does it take to carry out a successful state dinner? Who writes the scenario? What is a "photo op"? What does "protocol" mean? Why do you think protocol is important in this setting?

3. Who is invited to state dinners? Why do you think people lobby for these invitations? Why are state dinners important to both countries? Who did President Kennedy host at his first state dinner? Who did President Clinton host at his first state dinner? Is there any protocol to choosing the honoree who will be at a president's first state dinner? Explain.

4. Point out to students that the U.S. president has many roles, one of them being the country's chief diplomat. It is in this capacity that he welcomes other heads of state. What are the other roles of the president? Have students consult their texts and other resources to learn more about the many hats the president wears, including commander-in-chief of the military, head of his political party and head of the executive branch. Direct each student to locate a media article that illustrates the president acting in one or more of these roles.

   Teachers: For a CNNfyi.com lesson plan on The Roles of the U.S. President, please go to: http://fyi.cnn.com/fyi/interactive/specials/inauguration/lesson.plans/prez.roles.lp.html.

LINKS:
http://www.whitehouse.gov/

EDITOR'S NOTE:
state dinner
etiquette
protocol
photo op
social secretary
Blair House

Oval Office
East Room

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CNN NEWSROOM Guide

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 01:00... 01:00

TODAY'S NEWS ... 01:00...02:00

Top Story ... 05:00...07:00
CNN viewers get an exclusive tour of the International Space Station.

In the Headlines ... 03:00...10:00
-Presidents Bush and Fox promote cooperation.
-The Justice Department will not seek to break up Microsoft.

Look Ahead ... 01:00...11:00
Coming this Fall on CNN NEWSROOM:
"Hispanic Power: Beyond the Numbers"
"Incas"
"U.N. Special Session on Children"
"The Other Side of Africa"
"Bugs!"

DAILY DESK ... 00:30...11:30

Editor's Desk ... 02:35...14:05
Computer technology makes movie dinosaurs more realistic.

WORLDVIEW ... 00:25...14:30

Inside Asia ... 04:00...18:30
Hong Kong's Peninsula Hotel mixes old world style with modern technology.

Information Please ... 02:30...21:00
Traveling Germans can take their pets to a hotel of their own.

Culture Watch ... 02:30...23:30
Russians descend on the Volga River for their annual Bard Festival.

NEWS CHRONICLE ... 00:30...24:00

Gallery of Light ... 03:10...27:10
CNN's Jeanne Moos sheds light on a different kind of art exhibit.

CNN NEWSROOM CLOSE ... 00:50... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Space Tour

1. What is the ISS? Who led CNN's viewers on a tour of the ISS yesterday? What were some of the features of the space station that viewers saw? How fast does the ISS travel?

2. Where is the crew's water stored? Besides its obvious uses for washing and drinking, for what other purpose is this water used? Why are the space station's tools available in both metric and standard measurements? Who supplies the food that is on board? Why is the Central Command Post so important to the station and its crew?

3. NASA officials have called the ISS "a significant step" in human history. Ask students to consider how the ISS may usher in a new "age of exploration." Generate a class discussion about what humans learned about themselves and their world during exploration of the continents and oceans on earth. What might humans hope to learn about themselves and their universe in a new age of exploration in space? Challenge each student to write a short story set in the year 2010 describing the knowledge humans have attained as a result of the space station's mission.

   Teachers: Check out the activity "New Frontier in Space" from Riverdeep.net:
   http://riverdeep.net/teaching_the_news/news_2001/march/032201_space.jhtml.

4. Your students can see when the ISS will appear over their area and its approximate position in the sky by going to
   http://spaceflight.nasa.gov/realdata/sightings/.

LINKS:
http://earth.jsc.nasa.gov/
http://spaceflight.nasa.gov/
http://www.boeing.com/defense-space/space/spacestation/

In the Headlines: Bush, Fox Meeting/Microsoft

1. Bush, Fox Meeting. What issue has Mexican President Vicente Fox pursued throughout his visit to the U.S.? Where did he and President Bush travel yesterday? What topic did they discuss in their

speeches in Toledo?

2. Microsoft. What decision did the U.S. Justice Department announce yesterday regarding its case against Microsoft? Why did the department abandon its pursuit of the breakup of the company? How did some in the political and business arenas react to this decision? Although it will not face a breakup, what punitive action does Microsoft face? Why are some critical of the Bush Administration in this case? How has the Bush Administration responded?

3. What was the outcome of the Microsoft case? Why did the federal government bring suit against Microsoft? What are "monopolistic practices"? If your students are not familiar with this case, ask them to conduct research to learn more about the charge against Microsoft and the court's decision. Share students' findings. Discuss the reasons why Microsoft was prosecuted under antitrust laws.

LINKS:
http://cnnfn.cnn.com/2001/09/06/technology/microsoft/
http://dailynews.yahoo.com/h/nm/20010906/bs/microsoft_justice_dc_6.html
http://www.microsoft.com/

EDITOR'S NOTE:
International Space Station
air lock
metric
oxygen
Alpha
George W. Bush
Vicente Fox
Microsoft

DAILY DESK

Editor's Desk: "Jurassic Park III": Animatronics

1. What is animatronics? How has animatronics contributed to the dinosaurs seen in the video? How much does the T-rex "puppet" weigh? How fast does its head turn? What is the horsepower of the T-rex ? What does actor Sam Neill find so intriguing about these mock dinosaurs? What natural movements are more realistic with the improved animatronics and computer-generated imagery? According to director Joe Johnston, how much does a computer-generated dinosaur battle cost? What technology is used to create a scene of these large reptiles running? When the camera shows the animals up close, what technology is in use?

2. Why do you think it is so important to make movie dinosaurs more life-like? To what other professions do you think animatronics might be related? What type of educational background do you think animatronics experts should have? What do you think an individual must study to become proficient in computer graphics imagery? Why does a CGI scene cost so much money? How do the actors react to such realistic giant reptiles? Does this contribute to or take away from the film's value to the viewer?

3. With the help of the technology and the cinematography departments at your school, have students create two versions of your school's mascot and create a short story in which it is the star. One version

should be computer generated, and the other should be a robot which moves by remote control. Both stories can be shown on your school's in-house television system to promote school loyalty and school events in your community.

4. Divide the class in two. Have one group of students research career fields in animatronics/robotics, and the other research career fields in computer graphics imagery. What kind of education would someone need to enter these professions? What is the job outlook for these professions? What kind of starting salary could the students expect if they entered these fields? What universities have special departments for training in these professions? Are there businesses that have internships in these fields? What other professions might be related to these fields? Have one member from each group present his/her findings to the class and then to the school's career counselor.

5. Teachers: Check out these related materials from Riverdeep.net:
http://www.riverdeep.net/teaching_the_news/news_2000/august/081100_spec_effects.jhtml.

http://www.riverdeep.net/teaching_the_news/news_2000/august/080300_robotics.jhtml.

LINKS:
http://www.dinosaur.org/MovieHistory.htm
http://www.bpesolutions.com/links.html
http://www.vfxpro.com/
http://www.arts.unimelb.edu.au/amu/ucr/student/1996/d.bui/index.html
http://www.pbs.org/wgbh/nova/specialfx/effects/history.html

EDITOR'S NOTE:
animatronics
dinosaurs
computer technology
"Jurassic Park III"

WORLDVIEW

Inside Asia: Hong Kong Peninsula Hotel

1. When did the Hong Kong Peninsula Hotel begin operating? How much do rooms cost at this hotel? Describe some of its luxuries. What are some of its modern conveniences? What is unique about the hotel's telephones? What other uses of technology are used to make guests more comfortable?

2. How has technology impacted the travel industry? Have students work in groups to identify and research the uses of technology in the following travel-related businesses: hotel/motel industry, transportation, tourism (including state and local tourist departments) and travel agencies. Have each group present its findings. Discuss the benefits and downsides of technology in the travel industry, and whether or not it has improved customer service.

LINKS:
http://www.att.com/press/0796/960703.cia.html
http://www.hotelshongkong.com/hotels/peninsula/
http://www.hongkonghoteltravel.com/

Information Please: Germany Pet Hotel

1. Where is the Little Paw Hotel? According to its owner, how is the hotel different from most kennels? What kinds of activities are available to the pets? Who are the clients who bring their pets there? How much does it cost per day? Why do you think these clients are willing to pay these costs?

2. Should people take their pets on vacation? Have students research the challenges of traveling with pets, for both humans and animals. Share student findings. Next, ask a local veterinarian to address the class on the pros and cons of taking pets on the road. Have students combine their research and discussion notes to create an informative brochure on taking pets on vacation, in time for your school's next holiday break.

LINKS:
http://www.canineauto.com/caredogtravelguide.htm
http://takeyourpet.com/pages/free.htm
http://www.petswelcome.com/

Culture Watch: Russia Volga Festival

1. Where does Russia hold its annual Bard Festival? How many people attended this year's festival? What kinds of performers would festivalgoers expect to see? How did this festival survive the Soviet Era? What is the new "kitchen" at this festival?

2. Describe some of the songs and poems that visitors to the festival might hear. To whom are these songs and poems especially relevant? Why do you think this is? What do you think draws hundreds of thousands of people to this festival, year after year?

3. Have you ever attended an outdoor arts festival? If so, what was the experience like? What kinds of art did you see and hear? Would you recommend the experience to others? Why or why not?

4. Use this opportunity to familiarize your students with some aspects of Russian culture. Assist them as they work in groups to research Russian music, art, architecture, and literature. Have each group select one aspect of Russian culture and prepare a multimedia report for the class.

LINKS:
http://www.interknowledge.com/russia/rusart01.htm
http://www.moscow-guide.ru/Culture/

EDITOR'S NOTE:
Hong Kong
technology
biofeedback
pet hotel
Germany

bard
Volga River
Soviet persecution

NEWS CHRONICLE

Gallery of Light

1. What kind of exhibit is appearing at New York's Ace Gallery? How is the exhibit "like being in a kaleidoscope"? What kinds of lights create this art? What do you think "intelligent lights" are?

2. Why is there a warning associated with this exhibit? Why do you think the strobe room is "disorienting"? What kinds of physical effects do these lights have on some people? Do you think you would enjoy this exhibit? Why or why not?

3. Invite students to explore the ways that light creates art. Have students create and display examples of holographic art, "visual music," shadow portraits, and other forms of light-generated artistic expression.

EDITOR'S NOTE:
strobe
laser
kaleidoscope
"intelligent lights"
mylar
seizure
disorienting
queasy

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:55... 00:55

TODAY'S NEWS ... 00:30...01:25

Top Story ... 05:15...06:40
-Australia hardens its stance against illegal immigration.
-Many illegal refugees are entering Britain from France.

In the Headlines ... 00:50...07:30
-Alexander Lukashenko appears to have won the presidential election in Belarus.
-Recent violence threatens the possibility of Israeli-Palistinian peace talks.

DAILY DESK ... 00:30...08:00

Environment Desk ... 02:10...10:10
Wind energy is the world's fastest growing energy source.

Desk Extra: Hurricane Season ... 03:30...13:40
The U.S. braces for the peak of its hurricane season.

WORLDVIEW ... 00:30...14:10

Wild Kingdom ... 02:00...16:10
The Chinese take steps to protect the Yangtze alligator.

Inside Asia ... 03:25...19:35
The Chinese government combats music piracy through legal means.

Culture Watch: China Artisans ... 02:45...22:20
Western-style carving changes the face of traditional Chinese crafts.

NEWS CHRONICLE ... 00:30...22:50

NFL Referee ... 02:35...25:25
CNN's Brian Palmer looks at the role of the NFL referee.

Our World ... 02:05...27:30
Ashley Cowan, an amputee, becomes the youngest woman to swim across Lake Erie.

CNN NEWSROOM CLOSE ... 00:30... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: Seeking Asylum

1. What is a refugee? Why do people seek asylum? What is the Australian government doing to deter asylum seekers? What was the Tampa incident? Why do some people criticize Australia's immigration strategy? How has the Australian government responded to these criticisms?

2. In a recent interview about Australia's new immigration policy, Stepan Kerkyasharian, Chairman of the Community Relations Commission in New South Wales, stated, "Immigration rules are more to do with economic realities rather than the outcome of this issue." What does Kerkyasharian mean?

3. Where is the Channel Tunnel located? Why are French and British officials planning to meet on Wednesday? What events prompted this meeting? What possible interventions will be discussed? Refer students to the fourth, fifth, and sixth links below to learn more about Europe's immigration and refugee problems. Then ask: Do you think Britain's refugee issue is a national, regional, or global problem? Explain. What do you think should be the aim of Wednesday's meeting? Discuss.

4. Why do you think global smuggling of refugees still occurs, despite the criminal penalties and the risks to the refugees themselves? Even if the asylum seekers make it past the border, what kind of life do they face in Australia and Britain? What do you think would prompt people to leave their homelands and risk their lives to emigrate to other countries? Can you think of other times in history when immigrants have risked all to start a life in a new place? Explain. In each case, what circumstances forced them to take dangerous journeys?

5. Direct students to conduct research to learn more about the plight of refugees and the human smuggling trade. After students share their findings, divide the class into groups, and have each group devise a plan to prevent human smuggling. What should be the focus of action: Criminal prosecution for human smugglers, restrictive immigration laws, or pressure against the nations whose living conditions promote emigration? Discuss the effectiveness of each possible course of action.

6. Direct students to the second and third links below to learn about Australia's refugee problem and the U.N. Refugee Convention. Why is Australia the destination of choice for a growing number of illegal immigrants? Why are Australian authorities turning away ships carrying refugees? How do Australians feel about their government's treatment of asylum-seeking refugees? Challenge students to review these documents to identify whether Australia's new strategy to deter asylum seekers breeches the U.N. Refugee Convention. What are the potential consequences of breaching the Convention? What is your opinion of the Australian government's handling of the Tampa situation? Do you think

the government's treatment of asylum seekers is inhumane? Discuss. How do you think the Australian government should deal with its refugee problem?

EXTENSION: Refer students to the last Web site below to learn about the office of the U.N. High Commissioner for Refugees. Divide the class into groups, and have each group choose one region of the world that has experienced a refugee crisis. Direct the group to conduct research to learn more about the events that precipitated the refugee migration, where the refugees went, and whether their crisis was addressed. Have each group present its information. Then ask: Should the international community commit more resources to solving the problems of the world's refugees? Discuss.

LINKS:
http://cnn.com/2001/WORLD/asiapcf/09/08/australia.immigrants.reut/index.html
http://www.cnn.com/SPECIALS/2001/aus.traffic/
http://www.unhcr.ch/news/pr/pr010726.htm
http://cnn.com/2001/WORLD/europe/09/09/tunnel.asylum/index.html
http://www.cnn.com/SPECIALS/2001/immigration/
http://www.hmso.gov.uk/acts/en/1999en33.htm
http://www.hrw.org/worldreport99/europe/asylum.html
http://www.unhcr.ch/

EDITOR'S NOTE:
refugee
asylum
Australia
immigration policy
France
Britain
Channel Tunnel
smuggling

DAILY DESK

Environment Desk: Wind Farm

1. What type of energy is the focus of this segment? What are the differences between renewable and nonrenewable energies? Why is wind power becoming a viable energy option?

2. Refer students to the links below to learn more about the development and use of wind energy throughout the world. Pose the following questions to guide students' research:
   - Which nation is the global leader in using wind energy?
   - Where is the U.S. ranked in terms of wind energy use?
   - What is the status of wind generator technology?
   - What incentives have helped improve the development of this technology?
   - How cost efficient are turbines at generating electricity (cost per kilowatt hour)?
   - How does the cost per kilowatt hour of wind power compare to other methods of electricity generation?
   - What are the benefits and drawbacks of wind power?

   After students present their findings, ask: Do you think the benefits of using wind power outweigh the drawbacks? In your opinion, what does the future hold for the wind energy industry?

3. What is a turbine? To better understand wind turbines, have your students make a primitive turbine and infer how wind is used to make energy.
    1. Group students. Give each group a small piece (two or three inches) of the inner tube from a paper towel roll, a long thread of copper wire, a sensitive volt meter, and a small, powerful magnet.
    2. Have your students wind the long thread of copper wire around the cardboard tube.
    3. Connect the wire at both ends of the tube to opposite ends of the volt meter. The more sensitive the volt meter, the better.
    4. Holding the magnet with two fingers of one hand, have students pass the magnet back and forth through the cardboard tube several times while watching the volt meter. They should see the needle jump back and forth.
    5. Inform students that they have just made a primitive turbine.

    Next, discuss how the motion of the wind could be used to move the tube with coils back and forth over the magnet. Have students draw what the connecting part might look like. Then have them draw what they think the inner workings of wind turbines might look like. Ask students to search multimedia sources to find diagrams of wind turbines to see how close their drawings came to the actual wind turbines.

LINKS:
http://www.awea.org/
http://www.windpower.dk/faqs.htm
http://www.eren.doe.gov/wind/
http://www.eren.doe.gov/erec/factsheets/rnwenrgy.html
http://sln.fi.edu/tfi/units/energy/windguide.html
http://www.cprw.org.uk/wind/winstat.htm
http://www.cnn.com/SPECIALS/2001/power.crisis/

Desk Extra: Hurricane Season

1. When is hurricane season in the U.S.? What is the status of Hurricane Erin? Why do experts believe that a 50 billion dollar hurricane will most likely occur in the U.S. during the next 20 years? What tools do hurricane forecasters use to predict hurricanes? What two critical hurricane-related questions are scientists still unable to answer? How might this information be used to save lives and minimize damage?

2. How do scientists "rate" hurricanes? What do these ratings tell scientists about hurricane activity and long-term weather patterns? Direct your students to the third link below, and other resources, to learn more about the Saffir-Simpson Scale. Share student findings. Next, divide the class into small groups. Have each group choose one time period of 1 to 10 consecutive hurricane seasons. (Note: You may want to cover as many hurricane seasons as you can, given your class size and number of groups involved in this activity.) Direct each group to research the number and severity of hurricanes occuring each season, and demonstrate this information graphically. After each group present its graph, recap all the data in chronological order. Ask students to make observations about the cyclical nature of the earth's climate.

3. If your students live in an area that is vulnerable to hurricanes, have them conduct research to learn how to prepare for and respond to a hurricane. Have the class develop a multimedia presentation for their school community about the ways students can protect themselves and their community in the event of a hurricane. Direct students to consider how these safety measures could be applied to deal

with other natural disasters.

4. TEACHERS: Explore Riverdeep.net's Hurricane Lab at this site: hurricanes/hurricane_lab.html .

For related CNNfyi.com lesson plans on hurricanes, visit these Web sites:
http://fyi.cnn.com/2001/fyi/lesson.plans/07/19/hurricanes/index.html .

http://fyi.cnn.com/fyi/interactive/specials/weather/lesson.plans/hurricane.lp.html.

LINKS:
http://www.cnn.com/2001/WEATHER/09/09/hurricane.erin/index.html
http://www.nhc.noaa.gov/
http://www.nhc.noaa.gov/aboutsshs.html
http://www.fema.gov/library/hurricaf.htm

EDITOR'S NOTE:
wind power
turbine
renewable energy
energy crisis
Hurricane Erin
satellites
forecasting

WORLDVIEW

Wild Kingdom: China Alligators

1. What is significant about the Yangtze alligator? What happened to the alligator in the 1970s? What occurred as a result of the Alligator Reproduction Center's efforts? What do you think would have happened to the alligators if the center had not been created?

2. What are the reasons for the decreased number of Yangtze alligators? What will happen to the alligators if they continue to live in an environment surrounded by people? What is the Alligator Reproduction Center doing to ensure that the Yangtze alligator thrives? What do you think Chinese citizens can do to protect the alligators and other wildlife? Discuss.

3. Ask the class to brainstorm a list of animals they believe are endangered. Then, instruct students to research endangered species and select one animal each from their list to examine further. Have each student create a diagram (chart, graph, picture, etc.) that depicts the animal's habitat and geographical location, its past and present numbers, factors that threaten its existence, and recovery efforts to protect and sustain the species. Hang the diagrams around the classroom and allow students time to review them. Guide a student discussion regarding the common factors associated with threatened animal species and what can be done to ensure their longevity.

LINKS:
http://www.sierraclub.org/

http://www.audubon.org/
http://endangered.fws.gov/
http://www.nwf.org/
http://www.animalinfo.org/

Inside Asia: China Music Piracy

1. What is the impact of music piracy on China's government, musicians and world trade efforts? What has the Chinese government done to stop music piracy?

2. How has music piracy grown in China? What pushed Chinese authorities to take action against Internet music piracy? What does wanwa.com offer to music enthusiasts? Why does Liu Yongjun continue to operate wanwa.com at a financial loss? Do you think music piracy will continue in China? Discuss.

3. Point out that music piracy has prompted intense global legal action and activism. Divide the class into groups to research and identify 5-10 key factors, including copyright infringement, intellectual property rights, government revenue and taxation, constitutional amendments and rights, and musicians' financial gains, at the core of the international music piracy debate. Invite each group to present its findings.

4. Instruct each group to select a nation in which music piracy is prevalent and research what the country has done to combat the problem. In the role of a music advocacy organization, direct each group to create and present a national charter on music piracy at a mock forum of international music associations. After the group presentations, facilitate the groups' cooperative creation of a single global music piracy charter.

LINKS:
http://www.ifpi.org/
http://www.riaa.com/Protect-Campaign-1.cfm
http://www.wipo.org/
http://www.law.ucla.edu/students/studentorgs/elr/public_html/spring_2000/Robinson.html
http://195.40.194.46/portal/Information/Piracy/index.asp

Culture Watch: China Artisans

1. What are Chinese artisans from Quyang selling internationally? How are these crafts different from traditional Chinese crafts? How are Chinese artisans learning the art of Western carving? What are the limitations of this mode of training?

2. What has Western-style carving done for Chinese craftsmen and the businesses that employ them? Why is the development of Western-style carving a "historical trend," according to factory owner Zhen Yan Cang? What might artisans be doing if they were not pursuing the emerging craft? Is the introduction of Western-style carving a detriment to the production of traditional Chinese crafts? Discuss.

3. Explain that artisan enterprise has become an important source of income for underdeveloped regions and a significant vehicle for tackling poverty. Have students research the various organizations assisting developing nations in the production, marketing, and sales of native handicrafts. Ask students to discuss their findings and identify the types of crafts being sold to international markets,

which countries are involved in this effort, and agencies that have partnered with nations to implement business strategies.

4. Divide students into small groups representing developing nations of their choice. Instruct groups to focus on a particular craft of its nation, and, as an artisan enterprise organization, develop a business plan to facilitate the nation's production and delivery of its craft internationally.

LINKS:
http://www.worldbank.org/poverty/culture/projects/crafts.htm
http://www.artisanenterprisenetwork.org
http://www.craftscenter.org/
http://www.unescobkk.org/culture/nurturing/index.shtml
http://www.aid2artisans.org/

EDITOR'S NOTE:
China
Yangtze alligator
Alligator Reproduction Center
endangered
music piracy
artisans
crafts

NEWS CHRONICLE

NFL Referee

1. How many officials are on the field during an NFL game? According to Jim Tunney, what is the main responsibility of an NFL referee? Why is it important that sports officials be "invisible" during a game?

2. Why do you think people become sports officials? What knowledge and skills do you think sports officials should have? Challenge students to think of famous or infamous incidents when a referee's decision has affected the outcome of a game.

3. Ask students: What sports, other than professional football, have referees? Group students. Refer each group to the first two links below, and other resources, to learn about the role and training required to become a sports official for a type of sport, such as the NFL, Pop Warner Football, Little League Baseball, or the NBA. Instruct each group to prepare a presentation in which they explain the following:
   - the rules of the game
   - the referee's role and responsibilities
   - the training required to be a referee.

   After the presentations, ask: Are the referees necessary? Why or why not? What challenges do they face? Would you want to become a referee? Discuss. Then, invite several referees to speak to your class about the problems and successes they have experienced while officiating games.

LINKS:
http://www.naso.org/

http://www.referee.com/
http://www.nfl.com/

Our World: Disabled Swimmer

1. Who is Ashley Cowan? What world record did she recently set? What was her reason for completing this swim? What challenges did she face during the Lake Erie crossing? How did others help her achieve this goal?

2. Inform students that Cowan lost her limbs at the age of two do to meningitis. What challenges do you think Cowan faced as a result of losing her limbs? How do you think these challenges compare to the obstacles she faced in her swim across Lake Erie? In a post-swim interview, Cowan said that one of the reasons she swam Lake Erie was to "prove something to herself." What do you think she means?

3. Ask students: When you are faced with a challenge, how do you deal with it? Generate a class discussion about some of life's lessons that are not learned in the classroom. What gives your students the strength to deal with their problems and challenges? Ask each student to interview a person who has overcome adversity in his/her life, whether it involved a health crisis, personal setback or loss. With the interviewee's permission, have each student write a brief narrative about that person's experience and his/her advice for others. Have the class read all the narratives and select the most inspiring for publication in your school newspaper.

LINKS:
http://www.pulse24.com/News/Top_Story/
http://buffalonews.com/editorial/20010908/1029343.asp

EDITOR'S NOTE:
NFL
referee
sports officials
amputee
swimmer
Ashley Cowan
world record
disability

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CNN NEWSROOM Guide

September 11, 2001

Is it time to reenroll in CNN NEWSROOM? Call 1-800-344-6219. Or reenroll online at http://turnerlearning.com/newsroom/enroll.html.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:45... 00:45

TODAY'S NEWS ... 00:35...01:20

Top Story ... 05:05...06:25
-Researchers are one step closer to developing an HIV vaccine.
-HIV vaccine volunteers are unsung heroes.

In the Headlines ... 02:45...09:10
The reelection of Belarus's President Alexander Lukashenko causes controversy.

DAILY DESK ... 00:25...09:35

Health Desk ... 02:55...12:30
The air in 50 percent of U.S. schools is polluted.

Desk Extra: Immune Yoga ... 01:10...13:40
Immune yoga provides relief for those suffering from life-threatening diseases.

WORLDVIEW ... 00:35...14:15

Around the World ... 02:50...17:05
Demeter Fragrances makes "down-to-earth" perfumes.

Culture Watch ... 03:25...20:30
The Afro Celt Sound System is a new band with a new sound.

Taking Care of Business ... 03:30...24:00
Retro cars are all the rage in the U.S.

NEWS CHRONICLE ... 00:25...24:25

Drag Race Track ... 02:50...27:15
The California Speedway offers people a safe place to drag race.

CNN NEWSROOM CLOSE ... 00:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

TODAY'S NEWS

Top Story: New AIDS Vaccine

1. What are HIV and AIDS? When did the first case of AIDS appear? How many lives have been claimed by AIDS? How many Americans have died from AIDS?

2. What is a vaccine? What is the immune system? Why has it been difficult to create a vaccine for HIV? What recent discovery have doctors Anthony Devico and Robert Gallo made that might help produce an effective HIV vaccine? Have students recap, in their own words, the science behind this HIV vaccine. Ask students: Why is the "belly" of the protein significant? What is a "marker"?

3. Why are some people afraid to volunteer for HIV vaccine research? Are these fears warranted? Discuss. Why is it necessary to test vaccines on human subjects? What types of people are researchers looking for to participate in HIV vaccine trials? Why are HIV vaccine volunteers considered heroes?

4. Has the existence of AIDS impacted your life? Explain. How do you think AIDS might impact your life when you are an adult? What are the benefits of having an AIDS vaccine? In your opinion, what, if anything, can be done to recruit volunteers for HIV vaccine trials?

5. Refer students to the Web sites below to learn about the different HIV vaccines that are being developed, how their approaches differ, and the obstacles to developing an HIV vaccine. Have students present their findings. Then, divide the class into groups. Instruct each group of students to select one of the following professional groups: Activists, scientists, government officials, or corporate leaders. Have the group research its professional group's role in the quest to develop an AIDS vaccine. Direct students to conduct a summit to discuss how industry, researchers and governments might pool their resources to promote the speedy development of an AIDS vaccine.

   EXTENSION: TEACHERS: Visit the following CNNfyi.com site for a lesson plan on the impact of AIDS in the U.S.:
   http://fyi.cnn.com/2001/fyi/lesson.plans/05/30/aids/index.html .

   For background information and a lesson plan on the impact of AIDS in Africa, visit the following two CNNfyi.com sites: http://fyi.cnn.com/fyi/backgrounders/aids.africa/stories/overview/

   http://fyi.cnn.com/2001/fyi/lesson.plans/04/19/africa.aids/index.html.

LINKS:
http://cnn.com/2001/HEALTH/conditions/09/10/aids.vaccine/index.html
http://www.cnn.com/2001/HEALTH/conditions/09/06/vaccine.volunteers/index.html
http://aidsvaccine2001.org/
http://www.ama-assn.org/special/hiv/hivhome.htm

http://www.acdi-cida.gc.ca/cida_ind.nsf/933eaa6dad91103c8525631d005faa64/d489d7b51ce69bb9852568
http://www.cnn.com/SPECIALS/2001/aids/

In the Headlines: Belarus Elections

1. Who is the new president of Belarus? Why is his win controversial? How has the international community responded to this controversy? What has been the role of the Organization for Security and Cooperation in Europe?

2. Challenge your students to learn more about the government and history of Belarus. Have students work in groups to consult the Internet and other resources for information on Belarus's culture, economy, relationship with Russia, and the evolution of its political system during the last 20 years. After students share their findings, ask: What is "democracy"? Would you classify Belarus as a democratic republic, or as another form of government? Discuss.

3. Have students assume the role of a political advisor to President Lukashenko. Refer students to the links below to learn more about Mr. Lukashenko and the challenges that he faces as Belarus's president. Have students examine Lukashenko's previous reign as president of Belarus and his effectiveness as a democratic leader. Are the allegations that Lukashenko has isolated Belarus from the international community valid? If so, what problems might this pose for the citizens of Belarus? Have students investigate the obstacles Lukashenko may encounter in terms of unifying the nation and promoting democracy. Then, instruct students to write letters to Lukashenko that outline the challenges he faces and how he might address these issues. What measures might Lukashenko take to enhance his credibility?

LINKS:
http://www.president.gov.by/eng/nationsobr/
http://www.cnn.com/2001/WORLD/europe/09/09/belarus.elex/index.html
http://www.cnn.com/2001/WORLD/europe/09/10/chilcote.otsc/index.html
http://www.osce.org/
http://www.aolsvc.worldbook.aol.com/wbol/wbPage/na/ar/co/053400?op1=&st1=Belarus&op2=&st2=&op

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EDITOR'S NOTE:
AIDS
HIV
vaccine
volunteer
heroes
Belarus
Alexander Lukashenko
presidential election

DAILY DESK

Health Desk: Air Quality in Schools

1. According to the Environmental Protection Agency, what percentage of the air in U.S. schools is polluted? What is the source of this pollution? What are the health risks of this type of pollution? Which children are at the greatest risk? How are schools addressing this problem?

2. According to the EPA, "Most people are aware that outdoor air pollution can damage their health, but many do not know that indoor air pollution can also cause harm." Refer students to the links below to learn more about the sources and health effects of indoor air pollution. Then, direct each group to prepare a presentation about either acute or chronic health problems that result from indoor air pollution.

3. TEACHERS: If you are concerned about the air quality in your school, please visit the following EPA Web site to learn how you can get an Indoor Air Quality Tools for Schools Kit. This free kit shows schools how to carry out a practical plan of action to improve indoor air problems at little or no cost, using straightforward activities and in-house staff. Go to: http://www.epa.gov/iaq/schools/tools4s2.html

LINKS:
http://www.epa.gov/iaq/
http://www.epa.gov/iaq/schools/scholkit.html
http://www.epa.gov/iaq/moreinfo.html

EDITOR'S NOTE:
indoor air pollution
schools
EPA
asthma

WORLDVIEW

Around the World: Perfumery

1. Who is Christopher Brosius? Why is his company, Demeter Fragrances, unique? To what demographic market do you think his perfumes appeal? Do any of the perfumes featured in the video appeal to you? Discuss.

2. Perfumes are big business. According to a report by NPD BeautyTrends, "Fragrance sales represented 45% of prestige beauty dollar sales in U.S. department stores in 1999." Why do you think so many people wear perfume or cologne? Do you wear perfume or cologne? If so, which scent do you wear? Why? How much money would you be willing to pay for perfume or cologne?

3. Have students learn more about the business and marketing of perfumes. Instruct students to comb multimedia sources, such as magazine and TV ads, newspapers, department store flyers, and the links below, to identify the demographic markets that different perfumes and colognes are trying to reach. After students present their findings, as a class, analyze the perfume market. Pose the following questions to guide the class discussion:
    1. At what demographic are most new scents aimed?
    2. What advertising medium is most used?
    3. How important and effective are the names of scents?
    4. Do new scents appeal to a broad market?

5. Which ad campaign seemed most successful in reaching its target demographic group?

Following the discussion, group students and have each group choose a "new" perfume scent. Instruct members of each group to draw upon their research to develop a media plan to sell the new perfume.

EXTENSION: Inform students that many industries capitalize on the popularity of scents. Then ask: Can you think of products, other than perfumes, that have scents? These products include cleansers, beauty products, and deodorants. Do you own any of these products? If so, did the smell of the product influence your decision to buy it? Why or why not? Why do you think scents are an important marketing tool?

LINKS:
http://www.fp1.com/shopping/demeter/demeterhome.html
http://www.happi.com/special/apr002.htm
http://fragrance.org/cgi/redirect.pl
http://fragrance.org/FF_current-28.html

Culture Watch: Afro Celt Sound System

1. Who is Peter Gabriel? What is the name of his record company? Who are the Afro Celt Sound System? Why is their music unique?

2. What is the correlation between music and culture? How do cultural factors influence contemporary music? Group students and assign each group a contemporary musical group or artist from different genres of music, such as country, blues, rock and roll, and pop. Have group members familiarize themselves with their artist's music. Then, instruct each group to select two or three of their artist's songs, and analyze the cultural elements that influence the songs, including the instruments and lyrics. After students share their findings with the class, ask: What factors do you think drive the development and public appreciation of new music?

LINKS:
http://www.afrocelts.com/indexflash.htm
http://www.caroline.com/realworld/afro/&c=42

Taking Care of Business: Nostalgia Cars

1. What type of cars are featured in the segment? What car sent the nostalgia trend into "serious motion"? Why do retro cars appeal to both old and young consumers? Do any of these cars appeal to you? Explain. Which of today's new cars do you think will be the retro cars of the future? Why?

2. Why do you think there is a market for nostalgia? Point out to students that cars are one example of a product that caters to nostalgia. Refer students to multimedia resources to identify other products or companies that are targeted toward people's sense of nostalgia. Then challenge groups of students to design Web sites that cater to a specific demographic group's sense of nostalgia. Instruct each group to research the culture and history of the demographic group during a specific era, and the popular products of that time. Have students use this information to determine what products they would sell on their Web sites, and how these products would be promoted on the sites.

LINKS:
http://www.cnn.com/US/wheels/archives/new.beetle/index.html
http://ads.admonitor.net/adengine.cgi?F3344

http://www.fosters.com/special_sections/autos/articles2001/0709b_01.htm
http://www.inthe70s.com/index.shtml
http://www.inthe80s.com/

EDITOR'S NOTE:
perfume
scents
fragrance
music
culture
Peter Gabriel
nostalgia
retro cars

NEWS CHRONICLE

Drag Race Track

1. What is drag racing? How does it differ from other forms of automobile racing? When and how did drag racing first become popular? Why is this sport dangerous? What are the benefits of the new race track at the California Speedway?

2. Direct students to the links below to learn more about the history of drag racing and the individuals, such as Harold Martin, who contributed to the sport. After students share their findings, ask: Why do you think people get involved in drag racing? What skills and knowledge do you think a competitive drag racer should have? How has the sport evolved since the 1950s? Does drag racing appeal to you? Why or why not? What does the future hold for drag racing?

   EXTENSION: Inform students that auto racing is the fastest-growing spectator sport in the U.S. Then, have students review the Web sites below and other resources to learn more about racing and its impact on the sports world and on the U.S. economy. Ask students: Why is the sport so popular? What other industries and businesses are benefiting from this growing sport?

LINKS:
http://www.ihra.com/news/
http://www.summitracing.com/stories/IHRA-SUMMIT/20001211-083802-0.htm
http://www.bartleby.com/65/au/automobrac.html
http://www.draglist.com/
http://www.draglist.com/hill.htm

EDITOR'S NOTE:
drag racing
race track
immortalized
teenagers
liability
sport

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CNN NEWSROOM Guide

September 12, 2001

Today's program has been preempted to allow for continuing coverage of the terrorist attack against the U.S. The following questions and activities are intended to help students deal with and follow this story.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:00... 00:00

SPECIAL REPORT ... 00:00...00:00

America Under Attack ... 00:00...00:00

CNN NEWSROOM CLOSE ... 00:00... 00:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

America Under Attack

1. Encourage your students to talk and write about their feelings surrounding yesterday's terrorist attack against the U.S. Ask: How did you respond to the news? How did the images of this tragedy affect you? What emotions have you experienced? Do you feel safe? If not, what do you think adults and U.S. leaders should do to promote a feeling of safety?

2. What are some of the theories associated with the plane crashes in New York and Washington? What is terrorism? Do these attacks resemble any other recent terrorist attacks? Explain. Why do you think these targets were singled out?

3. Describe President Bush's reaction to the attack. How would you describe his tone and demeanor? What steps is he taking to address the situation?

4. Who are the members of the National Security Council? What is the council's mission? Have students consult their texts and other resources to learn more about the NSC and its response to critical international situations. Discuss why the NSC is the appropriate governmental agency to handle this

crisis.

5. Addressing the nation in a time of tragedy is something that many presidents have had to do. What do you think goes through the chief executive's mind as he/she prepares to comfort the citizens of his/her country and assert a sense of control? Have each student choose any one leader and write a journal entry that he/she may have written on the event of a national tragedy. Have students share their entries and discuss the factors that shaped their perception of that leader's handling of the crisis.

6. TEACHERS: If you or your students' parents are looking for information about how to address this tragedy with children, check out the following CNNfyi.com resource: "Talking About What Happened: A News Story and Discussion Guide."

LINKS:
http://fyi.cnn.com/fyi/
http://cnn.com/
http://www.fema.gov/library/terrorf.htm
http://www.omh.state.ny.us/omhweb/crisis/crisiscounseling2.html

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EDITOR'S NOTE:
terrorism
World Trade Center
Pentagon
National Security Council
New York City
Washington, D.C.
plane crash

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CNN NEWSROOM Guide

September 13, 2001

Today's program has been preempted to allow for continuing coverage of the terrorist attack against the U.S. The following questions and activities are intended to help students deal with and follow this story.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:00... 00:00

SPECIAL REPORT ... 00:00...00:00

America Under Attack ... 00:00...00:00

CNN NEWSROOM CLOSE ... 00:00... 00:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

America Under Attack

1. What happened to the World Trade Center and the Pentagon? Where were you when these attacks occurred? How did you feel when you first heard the news? How did you react? How has this tragedy impacted you, your family, your friends and your community? Have your thoughts and feelings about the tragedy changed since you first heard the news? If so, how?

2. What is the role of the president during a national tragedy? Direct students to the following Web site to read President Bush's speech from Tuesday night: http://fyi.cnn.com/2001/US/09/11/bush.speech.text/index.html . Then, have students analyze his speech in a class discussion. What was the purpose of the speech? What were some of Mr. Bush's key points? What is your opinion of the speech? Did you find Bush's words reassuring? Why or why not? What else, if anything, do you think Bush should have included in his speech?

3. In response to the attacks, President Bush stated, "Our first priority is to get help to those who have been injured, and to take every precaution to protect our citizens at home and around the world from further attacks." Why do you think Mr. Bush felt it was necessary to make this statement?

4. Ask students to share their thoughts about the rescue workers. What risks did they assume? What sacrifices did these people and their families make? What is a hero? Do you consider these people to be heroes? Discuss. What heroic acts took place during the attack and its aftermath? Which of these acts impressed you the most? Why?

5. Why do you think these terrorist attacks occurred? Following the attacks, President Bush stated that, "America was targeted for attack because we are the brightest beacon for freedom and opportunity in the world." What do you think was the meaning and purpose of Mr. Bush's statement? Do you share his views? Discuss.

6. What are the responsibilities of U.S. government agencies during times of crisis? Challenge students to comb multimedia sources to identify the different local, state and federal government agencies that are responding to the attacks in New York City and Washington, D.C. These agencies include the Federal Bureau of Investigation, the Secret Service, and the Federal Emergency Management Agency. List the students' findings on the board. Then, pair students and assign each pair an agency from the list. Ask each pair to find out when its agency was created, its responsibilities, and how it has responded to the current crisis thus far. After students present their findings, ask: What do you think are the greatest difficulties associated with coordinating the efforts of these agencies? What challenges lie ahead for these organizations? Have students create a chart of their findings and add information about each agency's efforts as coverage of this national tragedy continues.

7. What is the aim of terrorism? Direct students to the fifth Web site below to learn about terrorist attacks that have occurred against the U.S. Divide your class into small groups. Have each group prepare a presentation about one of these incidents; why it occurred, its impact, and what authorities learned from the tragedy. After the presentations, ask: What were the political, social, and psychological effects of these attacks? To what extent do you think these acts of terrorism were effective in achieving their goals?

8. TEACHERS: If you, or your students' parents, are looking for information about how to address this tragedy with children, check out the following CNNfyi.com resource: "Talking About What Happened: A News Story and Discussion Guide."

LINKS:
http://fyi.cnn.com/fyi/
http://cnn.com/
http://www.whitehouse.gov/nsc/
http://www.terrorism.com/index.shtml
http://www.state.gov/www/global/terrorism/index.html
http://www.fema.gov/library/terror.htm
http://www.ncptsd.org/disaster.html
http://www.aacts.org/

EDITOR'S NOTE:
terrorism
World Trade Center
trauma
national security
national crisis

Pentagon
Washington, D.C.
New York City

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CNN NEWSROOM Guide

September 14, 2001

TEACHERS: Today's CNN NEWSROOM has been preempted to allow continuous coverage of events in the aftermath of Tuesday's attacks on the U.S. The following questions and activities may help you address these events with your students.
Please join CNN NEWSROOM on Monday, Sept. 17 for a Special Report: "Spirit of America." The program will focus on terrorism, the attack on the U.S., and students' responses to it.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:00... 00:00

SPECIAL REPORT ... 00:00...00:00

America Under Attack ... 00:00...00:00

CNN NEWSROOM CLOSE ... 00:00... 00:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

America Under Attack

1. How are rescue workers searching for survivors of Tuesday's attacks? What problems are complicating rescue efforts around the site of the World Trade Center?

2. How is the international community responding to the attacks on the U.S.? Which nations are expressing support and sympathy? Describe some of the things that their leaders are doing and saying to convey this support. What is NATO? What action has this alliance, in partnership with Russia, taken to show its solidarity with the U.S.? Is there any nation or leader who has not demonstrated support for the U.S.? If so, who are they? Why do you think these nations and leaders are not sympathetic in the face of this tragedy?

3. President Bush plans to visit New York City today to survey the disaster site and to meet with city and state officials. Do you think this is a good idea? Why or why not? What message is sent when a national leader visits the site of a tragedy among his/her citizens? What do you think the leader gains

from the experience?

4. The National Football League, Major League Baseball, and NASCAR have all announced that the suspension of their sports' competitions through this weekend. What do you think of this action? In your opinion, is this appropriate at this time? A few athletes have indicated that they would rather play/compete this weekend than not. If you were one of these athletes, what would you want to do? Why?

5. Refer students to news accounts of these attacks, and ask them to identify information that law enforcement has regarding the attacks and possible suspects. Ask students to consider how law enforcement has been able to establish some of the facts about this case. For example, how might law enforcement know the number of hijackers and conspirators involved? Lead a class brainstorming session to generate a list of ways that law enforcement might gather leads, as well as the kinds of evidence that offer clues to solving this heinous crime. Discuss how information gathered from cell phone conversations and public tips to the FBI have helped law enforcement officials establish conclusions. Ask students: What information do you think law enforcement may have that officials are not making public? Why is some evidence withheld from the public whenever any crime is committed? Discuss.

6. Inform students that President Bush has referred to this situation as "a war." Discuss the differences between diplomatic and military actions. How important are diplomatic words and gestures in a time of conflict, and what do they mean? Divide the class into groups. Have each group comb print media resources for specific examples of the following as a result of the events of Sept. 11, 2001:
   - words of support and/or sympathy for the U.S.;
   - congressional resolutions;
   - statements from U.S. congressional leaders;
   - statements critical of U.S. policy;
   - actions taken by international alliances.

   Have each group present its examples. As a class, analyze the words and gestures contained in each example to determine their larger meanings: What messages do these non-military actions send? Why are these actions significant in times of crisis? What effects could they have on the outcome of a conflict?

7. Teachers: Check out these related stories and materials from CNNfyi.com:
   "U.S. targets terrorist suspects"
   http://fyi.cnn.com/2001/fyi/news/09/13/attack.latest/index.html

   "World mourns attack victims"
   http://fyi.cnn.com/2001/fyi/news/09/13/world.perspective/index.html .

8. Want to know what you and your students can do to help? Direct your browser to http://www.helping.org/ to learn what you can do to help the nation in this time of tragedy.

LINKS:
http://www.cnn.com/SPECIALS/2001/trade.center/index.html
http://www.cnn.com/2001/US/09/12/america.under.attack/index.html
http://www.cnn.com/2001/US/09/12/amanpour.internat.reax.otsc/
http://www.fbi.gov/
http://www.nato.int/
http://europa.eu.int/

EDITOR'S NOTE:
terrorism
international community
World Trade Center
New York City
law enforcement
NATO

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CNN NEWSROOM Guide

September 17, 2001

Teachers: Today's CNN NEWSROOM has been preempted to allow for live CNN coverage. The questions and activities below are designed to help your students understand the events of Sept. 11, 2001 and their effects on students' lives. Today's focus is on remembrance and heroism.

For news stories and updated educational resources, please go to CNNfyi.com.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:00... 00:00

SPECIAL REPORT ... 00:00...00:00

America's New War ... 00:00...00:00

CNN NEWSROOM CLOSE ... 00:00... 00:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

America's New War

1. Review the events of September 11, 2001. How many lives have been lost? How many people are missing? What buildings were destroyed or damaged in the attacks? In what way are these building symbols of the United States? Why do you think each was targeted by terrorists?

2. How has this tragedy affected you? Do you think it has changed everyday life in the U.S.? Explain. This weekend, many in the U.S. attended various prayer and memorial services. Did you participate in any of these services? If so, relate your experience to the class. What is spirituality? Why do you think so many Americans have turned to spirituality at this time?

3. Cardinal Egan, leader of the Catholic archdiocese of New York, presided over one memorial Mass held at St. Patrick's Cathedral. In his homily, the cardinal, referring to the site of the former World Trade Center, said, "Some call this 'ground zero.' I call it 'ground hero.'" What was the cardinal trying to say? How did New York's police, fire, and rescue personnel respond to the attacks on Tuesday?

What do you think motivates a person to risk his/her life to save the lives of others?

4. What is heroism? What acts of heroism have been reported as a result of the events of September 11th? Direct students to search for stories of heroes in the wake of last Tuesday's tragic events. Students might want to consider the efforts of law enforcement, rescue personnel, elected officials, citizens of New York and Washington, D.C., and those who were aboard the hijacked airplanes. Have each student read an account of this heroism and share his/her story with the class. What adjectives could be used to describe these heroic individuals? If your school offers character education, challenge each student to create a collage, or write a poem or song lyrics that incorporate these adjectives to define the word "hero." Post student work in your school as a tribute to those who will be remembered as the heroes in this national tragedy.

5. Ask students: How have people in this community responded to the attacks in New York and Washington, D.C.? What have the community's citizens done to help the victims, their families, and those who are involved in search and rescue efforts? What are people doing locally to demonstrate their support and solidarity with the people of New York and Washington? Challenge small groups of students, as amateur reporters, to seek out any one of these efforts and interview those who have organized it or are participating in it. Direct groups to write news articles that tell the stories of their community's responses. Submit the best stories for publication in your school's newspaper.

LINKS:
http://www.cnn.com/SPECIALS/2001/trade.center/
http://www.cnn.com/2001/US/09/15/vic.terror.funerals/index.html
http://www.nytimes.com/2001/09/16/nyregion/16HERO.html
http://www.cnn.com/2001/WORLD/europe/09/16/pope.prayers/

EDITOR'S NOTE:
World Trade Center
The Pentagon
terrorism
heroism
New York City
Washington, D.C.
"ground zero"
September 11, 2001

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CNN NEWSROOM Guide

September 18, 2001

Teachers: Today's CNN NEWSROOM has been preempted to allow for live CNN coverage. The questions and activities below are designed to help your students understand the events of Sept. 11, 2001 and their effects on students' lives. Today's focus is "America Goes Back to Business."

For news and updated educational resources, please go to CNNfyi.com.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:00... 00:00

SPECIAL REPORT ... 00:00...00:00

America's New War: Return to Normalcy ... 00:00...00:00

CNN NEWSROOM CLOSE ... 00:00... 00:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

America's New War: Return to Normalcy

1. What New York landmark is known as the financial center of the United States? For how long had the New York Stock Exchange been closed? Why was it important, both financially and psychologically, for Wall Street to go "back to business" yesterday? How did the exchange honor the rescuers and remember the victims of last week's tragedy?

2. How did the financial markets fare yesterday? What was significant about the Dow Jones' point loss? Why do you think the market reacted so negatively to the tragedy and its aftermath? What is the Federal Reserve? What action did "The Fed" take yesterday to try to bolster the floundering U.S. economy? By how much did The Fed cut interest rates? Do you think this rate cut will promote consumer spending in the short-term? Why or why not?

3. How has last Tuesday's tragedy impacted air travel operations in the U.S.? What did the extended grounding of flights do to the airline industry? What other related industries do you think are suffering

as a result?

4. Challenge students to consider the ripple effects of the halt in commercial air traffic last week. Have each student conduct research to determine the short and long-term impact of the tragedy on the airline industry, the travel industry, mail-order industries, and airports, among other businesses. Direct each student to use what he/she has learned to create a concept map or other visual organizer that illustrates the "domino effect" the extended grounding of flights could have on the U.S. economy.

5. Which stocks lost value yesterday? Which stocks closed higher? Divide the class into small groups. Direct each group to consult the Internet or yesterday's newspaper to find the names of six stocks that gained and six that lost market value yesterday. Next, have groups identify the kind of business represented by each of the stocks they found. Have each group share its findings and explain why some businesses, like airlines and insurance companies, saw their stocks decline, while others, like defense industries, saw their stock prices increase.

6. What forces propel the stock market? How does history provide us with some clues as to how the market reacts to extreme circumstances? Have students work in groups to research each of the following historical periods and their short-term impact on the stock market:
   - the bombing of Pearl Harbor (Dec. 7, 1941);
   - the assassination of President John F. Kennedy (Nov. 21-22, 1963);
   - the 1973 oil embargo (Oct. 18-Dec. 5, 1973);
   - the resignation of President Richard Nixon (Aug. 1974);
   - the Oklahoma City bombing (April 19-20, 1995).

   Have groups share their findings and discuss the market's response in each case. Why do political events, as well as economic ones, have an effect on stock prices? Discuss.

7. Teachers: The U.S. Department of Education offers information on "Helping Children Understand the Terrorist Attacks." Go to: http://www.ed.gov/inits/september11/index.html.

LINKS:
http://cnnfn.cnn.com/news/specials/world_trade/
http://www.cnn.com/2001/US/09/17/gen.america.under.attack/
http://cnnfn.cnn.com/2001/09/17/markets/markets_newyork/
http://cnnfn.cnn.com/2001/09/17/economy/fed/

EDITOR'S NOTE:
Wall Street
New York Stock Exchange
stock market
normalcy
Federal Reserve
interest rates
airline industry
recession

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CNN NEWSROOM Guide

September 18, 2001

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:00... 00:00

SPECIAL REPORT ... 00:00...00:00

America's New War: Return to Normalcy ... 00:00...00:00

CNN NEWSROOM CLOSE ... 00:00... 00:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

America's New War: Return to Normalcy

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   - the resignation of President Richard Nixon (Aug. 1974);
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LINKS:
http://cnnfn.cnn.com/news/specials/world_trade/
http://www.cnn.com/2001/US/09/17/gen.america.under.attack/
http://cnnfn.cnn.com/2001/09/17/markets/markets_newyork/
http://cnnfn.cnn.com/2001/09/17/economy/fed/

EDITOR'S NOTE:
Wall Street
New York Stock Exchange
stock market
normalcy
Federal Reserve
interest rates
airline industry
recession

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CNN NEWSROOM Guide

September 20, 2001

Welcome to a Special Edition of CNN NEWSROOM, "America's New War." This program aired LIVE at 4:30 a.m. ET.

For a comprehensive list of links to CNN NEWSROOM guides and CNNfyi.com educational materials on this topic, please go to:
http://turnerlearning.com/newsroom/specials.html.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:25...00:35

Pakistan's Stand/Border Chaos ... 05:00...05:35
-Pakistan says it will cooperate in the anti-terrorism campaign.
-Afghans flee into neighboring Pakistan, fearing a U.S. attack.

Ask CNN: War Declaration ... 01:30...07:05
What is required for the U.S. to declare war on a country?

New Recruits ... 03:00...10:05
Interest in the armed forces grows as a result of the terrorist attacks.

USS Roosevelt Deploys ... 02:25...12:30
The USS Roosevelt deploys for anything but a routine mission.

Reflections ... 00:55...13:25
Former CNN anchor Bernard Shaw talks about the American resolve.

Town Hall Meeting ... 04:45...18:10
Sen. John McCain addresses questions about the effects of the terrorist attacks.

College Student Mood ... 02:25...20:35
College students reveal their feelings about the attacks in letters to their newspaper.

Student Bureau ... 02:20...22:55
Muslim students worry about being targeted in response to last week's attacks on the U.S.

Web Site Information ... 00:45...23:40
Information on the CNN NEWSROOM Daily Classroom Guide

"Ground Zero" Volunteers ... 04:00...27:40
Volunteers at "Ground Zero" coordinate supplies for rescue teams.

CNN NEWSROOM CLOSE ... 00:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Pakistan's Stand/Border Chaos

1. What nation could be the focus of U.S. military action in response to last week's terrorist attacks? Which of the nations that border Afghanistan could be crucial in this operation? Who is the current president of Pakistan? Is he willing to cooperate with the U.S.? Why are some skeptical of President Musharraf's pledge? What has been the reaction to his speech within Pakistan?

2. What is the Taliban? What impact could this group have on political stability in Pakistan? Why is it ironic that the U.S. would find an ally in Pakistan? Why is Pakistan warming up to the U.S. now?

3. How are many Afghans responding to the threat of an attack on their country? What is happening to those who try to cross the border with Pakistan if they don't have proper documentation? Why do you think the reporter describes the border as "volatile"?

4. President Bush has said that Pakistan is taking a "bold position" in helping to find those responsible for the terrorist attacks on the U.S. Why is President Musharraf's position a bold one? Have your students conduct research to learn more about the government of Pakistan and the role of military and religious forces in its political system. Share student findings. Who opposes Pakistani cooperation with the U.S.? Why? What could be the political consequences for President Musharraf if he cooperates? What could happen if he does not? Discuss.

LINKS:
http://www.cnn.com/2001/WORLD/asiapcf/south/09/19/pakistan.address/index.html
http://www.pak.gov.pk/
http://school.discovery.com/homeworkhelp/worldbook/atozgeography/p/410880.html

New Recruits

1. Why are some of the young people seen in the video joining the military? Why has the U.S. military had trouble meeting its recruitment goals in recent years? What is happening to recruitment now? What is the military doing to get candidates to actually enlist?

2. How have the armed forces attempted to attract recruits in the past? Have students work in groups to investigate the ad campaigns used by the military, in times of both war and peace. Have each group present its findings. Discuss the role of public relations, the economy and patriotism in recruitment. Which do students think is most responsible for increased interest in the armed forces today? Why?

LINKS:
http://www.armedforcescareers.com/enlistmentrequirements.html
http://www.navy.mil/
http://www.goarmy.com/
http://www.marines.com/
http://www.af.mil/
http://www.uscg.mil/

USS Roosevelt Deploys

1. What is meant by the term "deploy"? To what region of the world is the USS Theodore Roosevelt being deployed? What kind of ship is the Roosevelt? How is this deployment different from a "routine" deployment? How is the support of the American people affecting crew members aboard the USS Roosevelt? What is the average age of those aboard?

2. Challenge your students to put themselves in the position of the youngest crewmen on the Roosevelt, those who are experiencing their first deployment. What emotions do they think the young sailors are feeling? Have each student write a journal entry as one of these young sailors, speaking frankly about his/her view of his/her role in "America's New War." Allow students who wish to share their entries to do so.

LINKS:
http://www.military.cz/usa/navy/uss/carriers/roosevelt/roosevelt_cn.htm
http://www.fas.org/man/dod-101/sys/ship/cvn-68.htm

Town Hall Meeting

1. Who is John McCain? How does he respond to the concerns of those who wonder how individual freedom might be affected by the desire for safety? Besides the attack on people and buildings, what else did the terrorists "attack" last week? What are civil liberties? How can fears of terrorism ultimately impact civil liberties in the U.S.? What does Senator McCain think should be done to avoid an assault on civil liberties in the name of security?

2. According to the senator, how will talks about immigration between the U.S. and Mexico be affected by the terrorist attacks? Why will this issue be put "on hold"? Do you think it should be? Why or why not?

3. What does Senator McCain think should be done to improve airline safety? What role does he think technology should play in this effort?

4. In the video, we hear Senator McCain call for an "open debate" on security and civil liberties. Why do students think he believes this debate is necessary? Lead a class brainstorming session to generate a list of ways that the quest for increased domestic security could impact individual civil liberties. List these ramifications on the board. Ask each student to write an essay in response to the question: To what extent are you willing to sacrifice individual freedoms to protect yourself from terrorism?

LINKS:
http://www.lectlaw.com/files/con19.htm
http://www.aclu.org/

http://civilliberty.about.com/library/weekly/aa091201a.htm

College Student Mood

1. What common themes are shared among letters to the University of Texas at Austin's newspaper? Why do you think some of these letters speak directly to the terrorists? Why are some students experiencing feelings of confusion? Why are many college students starting to identify with the World War II generation?

2. Ask a person who was a student at the time of the bombing of Pearl Harbor to address your class on what he/she experienced. Ask your guest to address the different emotions that young people feel when their country has been assaulted, and how to deal with those emotions. After the talk, invite your students to write letters to their grandchildren explaining what has happened and how they feel. What do they want future generations to understand about this time and the effect it has had this generation?

LINKS:
http://fyi.cnn.com/2001/fyi/news/09/12/wtc.student.reax/index.html
http://fyi.cnn.com/2001/fyi/teachers.ednews/09/11/talk.trama/index.html
http://www.timeforkids.com/TFK/specials/0,6709,174727,00.html

Student Bureau: Muslim Student Mood

1. Why are some Muslims worried about retaliation after last week's terrorist attacks? What evidence from the video indicates that this backlash may be happening? What is being done to address this problem?

2. Define the terms "stereotyping," "prejudice" and "discrimination." Give examples. Why do stereotyping, prejudice, and discrimination occur? Do you think prejudice and discrimination are innate or learned? Explain. Have you ever been the victim of discrimination or prejudice? If so, how did it make you feel?

3. Point out to students that fear and ignorance are two of the reasons why people become prejudiced, discriminate and commit hate crimes. Ask your students to share what they know about the Islamic faith and the Muslim culture. Make a list of your students' responses. Refer students to the links below, and other resources, to learn about the history and beliefs of Islam and the Muslim culture. Have students identify the differences between Muslims and Muslim fundamentalists. After students share their findings, have them review the information on their original list to determine which items are accurate, and which are stereotypes. Then ask: What can citizens and the U.S. government do to prevent American Muslims, and other groups, from being discriminated against and victimized during this crisis?

LINKS:
http://cnn.com/2001/WORLD/europe/09/19/gen.muslim.attacks/index.html
http://www.cnn.com/2001/US/09/17/gen.hate.crimes/index.html
http://www.cair-net.org/
http://www.muslimcenter.org/
http://www.icna.org/nj/wb_record.htm
http://ad.doubleclick.net/adf/mtv.mtvi/;adid=3202858;sz=400x300;ord=100082840590O
http://www.adl.org/main_education.asp

"Ground Zero" Volunteers

1. Where is "Ground Zero"? What is the role of the volunteers at supply stations there? What are the essential items needed by the rescue teams at Ground Zero? What shortages are the teams facing? Why are the volunteers sending medical supplies back?

2. Why are supply volunteers asking the public not to donate any more food, clothing or water? Where is the overflow of these items going? What kind of donation is most needed now? Why?

3. Why do you think volunteers are so important in this search and rescue effort? Why do you think people volunteer their time and energy, especially in times of disaster and tragedy? Have you ever volunteered your time to help someone else? If so, how did it make you feel? What would you say to encourage others to volunteer?

LINKS:
http://www.cnn.com/SPECIALS/2001/trade.center/
http://www.helping.org/
http://www.redcross.org/

EDITOR'S NOTE:
Pakistan
Afghanistan
recruits
USS Theodore Roosevelt
civil liberties
Muslim
"Ground Zero"
volunteers

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CNN NEWSROOM Guide

September 21, 2001

Welcome to a Special Edition of CNN NEWSROOM, "America's New War." This program aired LIVE at 4:30 a.m. ET.

For a comprehensive list of links to CNN NEWSROOM guides and CNNfyi.com educational materials on this topic, please go to:
http://turnerlearning.com/newsroom/specials.html.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

Getting Ready/Arab Allies ... 09:00...09:40
-U.S. Pres. Bush resolves to eliminate terrorism.
-U.S. troops prepare for action.
-The U.S. looks to Saudi Arabia for support.

Security vs. Freedom ... 03:30...13:10
The quest for domestic security raises questions about civil liberties.

Town Hall Meeting ... 06:20...19:30
Two U.S. senators answer questions about responses to the terrorist attacks.

Hate Crimes ... 02:20...21:50
Hate crimes are on the rise against Americans of Middle Eastern descent.

Coping ... 05:00...26:50
Students and a psychologist share their thoughts on dealing with the national tragedy.

CNN NEWSROOM CLOSE ... 01:10... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Getting Ready/Arab Allies

1. Where did President Bush deliver an important speech last night? What did he resolve to do about terrorism? Summarize the demands the U.S. is making on the ruling Taliban of Afghanistan. What did Mr. Bush say will happen if the Taliban does not meet these demands? What message did President Bush have for the world's Muslims? What do you think he meant when he said, "The terrorists are traitors to their own faith"?

2. Why is the U.S. sending military troops to the Persian Gulf? According to the Bush administration, how would this potential conflict differ from the Gulf War? Who is Osama bin Laden? What role could special forces play in tracking down Osama bin Laden?

3. How will success be measured for this campaign against terrorism? In the video, Secretary of Defense Donald Rumsfield states that, "You go after the problem to a point that you are satisfied that the American people are going to be able to live their lives in relative freedom, and have the kinds of linkages with the rest of the world that we feel are so central to our well-being." Have students discuss the meaning of this statement. Ask students to define the term "relative freedom."

4. Have students locate the Arabian Peninsula, the Persian Gulf, and North Africa on a world map. Why is the Bush administration looking to countries in these regions to join a new coalition against terrorism? What is Saudi Arabia's stance on America's war against terrorism? What type of support is the U.S. hoping to obtain from Saudi Arabia?

5. Why do some Arab nations oppose broadening America's campaign to include other targets beyond Osama bin Laden and his network in Afghanistan? In your opinion, does the U.S. need the support of Saudi Arabia and other Arab nations to win its war on terrorism? Why or why not? Do you think the U.S. should broaden its anti-terrorism campaign? Explain.

6. Group students and assign each group an Arab nation that is slated to join the new coalition against terrorism. Instruct each group to research and prepare a presentation on the history of relations between the U.S. and the Arab country since the Gulf War. After the presentations, ask students: Where do you think these nations will stand on the U.S. campaign against terrorism? What issues might cause them to support or deny support to the U.S.? Discuss.

7. How has the Taliban responded to President Bush's demands? What is a jihad? Why is the Taliban calling for such an action? How do you think the rest of the Muslim world is likely to react to this call? Why?

LINKS:
http://fyi.cnn.com/2001/US/09/20/gen.america.under.attack/
http://fyi.cnn.com/SPECIALS/2001/trade.center/
http://fyi.cnn.com/2001/US/09/20/ret.deploy/
http://fyi.cnn.com/interactive/us/0109/forces/frameset.exclude.html
http://cnn.com/2001/US/09/20/ret.diplomacy/index.html
http://fyi.cnn.com/2001/US/09/20/ret.retaliation.facts/

Security vs. Freedom

1. How did citizens in the video feel about the possible curtailment of civil liberties in exchange for more security? What does the Bush administration want Congress to do in response to last week's

terrorist attacks? Who is John Ashcroft? What specific proposals does he offer in the interest of improving domestic security? Why are some critical of his ideas?

2. What did the United States government do to Japanese living in the Western U.S. after the attack on Pearl Harbor? Why did the government pursue this course of action? What action regarding immigrants has the administration already taken in response to last week's attacks? Do you think there is any danger the U.S. government could repeat actions similar to those it took after Pearl Harbor today? State your rationale.

3. At the end of this video, we hear Senator Patrick Leahy offer his words of caution on how the U.S. government should improve national security. He says, "If we don't do it within our Constitution and our laws, then in some ways, they win." Who are "they"? How might circumventing the Constitution's civil liberties result in victory for terrorism? Discuss.

4. Why are some civil libertarians concerned about Attorney General Ashcroft's proposals for dealing with terrorism in the U.S.? Divide the class into small groups. Have each group conduct research to learn more about the specifics behind Attorney General Ashcroft's proposals in each of these areas:
   - criminal justice
   - immigration
   - intelligence gathering and
   - financial infrastructure.

   Have each group present its findings. Generate a class discussion about each of the proposals and its potential impact on civil liberties: What arguments might civil libertarians make against each proposal? How might law enforcement authorities respond to these arguments?

   EXTENSION: Survey students to see what they think about each of these anti-terrorist measures. Are students willing to curtail some individual freedoms in exchange for the security these proposals might offer? Discuss.

LINKS:
http://www.usdoj.gov
http://www.aclu.org
http://civilliberty.about.com/library/weekly/aa091201a.htm

Town Hall Meeting

1. According to Senator Fred Thompson, why will the U.S. have to trust other nations in the fight against terrorism? What role does motive play in this trust? Which nations might be trustworthy allies in this fight? Why?

2. What are "Western values"? Why does Senator Joseph Biden believe the terrorists also attacked these values? Do you agree or disagree with him? Explain. According to the senator, how does violence against Arab Americans "make bin Laden's case"? What is the senator's message to the students?

3. According to Senator Biden, what legitimate concerns exist on the issue of immigration? What measures does he think would be appropriate? What contrasting ideas has he heard from some constituents? What example does Senator Thompson offer to illustrate the inclusiveness of American society, even at the highest levels of government?

LINKS:

http://fyi.cnn.com/2001/US/09/20/ret.diplomacy/index.html
http://www.cia.gov/
http://fyi.cnn.com/2001/US/09/17/gen.hate.crimes/index.html
http://www.cair-net.org/

Hate Crimes

1. Who was Adel Karas? Why was he attacked and killed? What evidence suggests that hate crimes are on the rise in the aftermath of last week's terrorist attacks? What did President Bush do this week to set the tone against the mistreatment of Middle Eastern Americans and Muslims? What are other government and community leaders doing to confront the problem of hate crimes against these individuals?

2. How does National Security Advisor Condoleezza Rice describe the religion of Islam? Do you think most Americans are aware that it is a peaceful religion? Explain. Why do you think there are misconceptions about Islam? What should be done to address these misconceptions?

3. One American Muslim living in Atlanta said that the terrorists hijacked not only the passengers and planes, but also, "they hijacked our religion." Challenge students to write essays in which they explain how the terrorists hijacked Islam when they committed their heinous crime. Share student essays and discuss how Muslims have also been victimized by this terrorist act.

LINKS:
http://www.hatecrimestraining.com/
http://www.civilrights.org/issues/hate/
http://www.ed.gov/pubs/Harassment/

Coping

1. What were some of the student reactions to last week's terrorist attacks in New York and Washington, D.C.? Why do you think one student described the events as "surreal"? What were some of the emotions students in the video expressed? What other issues associated with the attacks concern these students?

2. In the video, Dr. Gale Denise Thomas talks about the importance of getting back to a normal routine. Why is this so important? Why should students talk about what they are feeling? What other advice does the doctor offer? How do you think one can put the events of last week "in perspective"?

3. How are your students dealing with last week's tragic events? Encourage them to talk about their feelings. Offer opportunities for student expression in the form of creative writing, visual arts, drama, dance and music, and designate a place in your classroom for students to display their work.

LINKS:
http://www.apa.org/
http://www.apa.org/psychnet/coverage.html
http://www.psychnet.org/article.html?SMContentIndex=0&SMContentSet=0

EDITOR'S NOTE:
George W. Bush

terrorism
Afghanistan
Osama bin Laden
coalition
Saudi Arabia
civil liberties
hate crimes

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CNN NEWSROOM Guide

September 24, 2001

Teachers: Welcome to a Special Edition of CNN NEWSROOM, "The Spirit of America." The questions and activities below are designed to help your students understand the events of Sept. 11, 2001 and their effects on students' lives.

Tune into THE WB Network on Monday Oct 1 at 8PM/ET, 7PM/CT for "Teased" as 7th HEAVEN reveals an insightful and powerful educational program about school violence. For more info and FREE online educational guides visit http://www.cnnfyi.com .

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

The Best and Worst of Times ... 06:05...06:45
-The terrorist attacks against the U.S. have strengthened the spirit of Americans.
-A prayer service is held at Yankee Stadium.

A Family Waits ... 03:55...10:40
A U.S. aid worker stands accused in Afghanistan.

Afghan Life ... 06:05...16:45
Why do many Afghans want to leave Afghanistan?

Student Bureau ... 05:30...22:15
CNN Student Bureau correspondent Sid Akbar visits Afghan refugee camps in Pakistan.

Reflections ... 00:55...23:10
Dr. Deepak Chopra provides a spiritual perspective on the attack on America.

Web Site Information ... 00:45...23:55
Information on the CNN NEWSROOM Daily Classroom Guide

Students Against War ... 03:20...27:15
Some students at NYU are part of a new peace movement.

CNN NEWSROOM CLOSE ... 00:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

The Best and Worst of Times

1. How many people have died, and how many people are missing and presumed dead as a result of the terrorist attacks on the World Trade Center and the Pentagon? How does the death toll from this tragedy compare to the death toll from the Japanese attack on Pearl Harbor? What is the extent of the structural damage caused by the attacks in New York? Why do you think it is difficult for many people to fathom the property damage and human loss caused by the attacks?

2. In the video, Joel Hochmouth states, "From the ashes of one of America's worst days rises a spirit that many say is America at its best." What does Hochmouth mean? Give an example. Why is it important to focus on the positive actions of individuals during a period of crisis, such as this? Discuss.

3. What are the benefits of prayer? What was the purpose of the prayer service that took place yesterday at Yankee Stadium? If your students watched the service, ask them to share their impressions of the event. Which aspects of the service were the most moving? Why?

4. In his address during the prayer service, actor James Earl Jones stated, "Today we reaffirm our faith in the essential dignity of every individual...What we share as Americans and as human beings is far greater than what divides us." Have students discuss the meaning and significance of this statement. Challenge students to offer examples that illustrate the assertion.

5. Have each student compose a prayer in memory of those killed or missing as a result of the September 11th attacks. If possible, have students share their prayers with the class, and conclude with a moment of silence.

LINKS:
http://www.cnn.com/SPECIALS/2001/trade.center/
http://www.cnn.com/2001/US/09/23/vic.yankee.service.report/index.html
http://www.cnn.com/2001/US/09/23/gen.america.under.attack/

A Family Waits

1. Why have Dayna Curry and seven other Western relief workers been imprisoned in Afghanistan? What type of work was Dana doing in Afghanistan? How is this situation impacting Dana's family? How are they coping?

2. Who are the Taliban? How did they come into power? What kind of political system have they established? Working in small groups, have students research the recent history of Afghanistan and the Taliban's rise to power. Then, have students look up the term "theocracy" and discuss its meaning. How does a theocracy differ from other political systems, such as a democracy or an aristocracy? After students share their findings, ask: Would you classify Afghanistan's political system as a theocracy? Why or why not? Why would a government, like Afghanistan's, imprison people who dedicate themselves to the practice of religion? Discuss.

LINKS:
http://fyi.cnn.com/2001/US/09/22/vic.worried.dad/index.html
http://www.shelter.org/afg.html
http://www.cnn.com/SPECIALS/2001/taliban/

Afghan Life

1. What was life like in Afghanistan before September 11, 2001? Why do many Afghans want to leave Afghanistan? What political and economic problems exist in Afghanistan?

2. Refer students to the links below to learn about the factors that have contributed to the economic, political, and social problems in Afghanistan. Direct students to focus on Afghanistan's civil war, the Taliban Islamic regime, and its impact on the rights of Afghan citizens. Pose the following questions to guide students' research:
   1. How long has Afghanistan been engaged in civil war?
   2. Which political groups are currently fighting each other?
   3. How has the civil war impacted the people of Afghanistan?
   4. How has the international community intervened?
   5. How did the Taliban come to power?
   6. How has life changed for Afghans under the Taliban rule?
   7. Why is the Taliban both reviled and revered?

   After students present their information, ask: How might U.S. military strikes in Afghanistan impact the nation's citizens? What would be the political, economic, and humanitarian consequences? Remind students that prior to the attacks on September 11, Yoshiyuki Yamamoto of the United Nations stated that the best way to help the Afghan people would be to invest in Afghanistan. Do you think this statement still holds true? Discuss.

LINKS:
http://www.cnn.com/SPECIALS/2001/taliban/
http://fyi.cnn.com/2001/WORLD/asiapcf/south/08/08/afghan.timeline/index.html
http://fyi.cnn.com/2001/fyi/news/09/20/backgrounder.afghanistan/index.html
http://www.cnn.com/interactive/countrywatch/Afghanistan/frameset.exclude.html
http://history1900s.about.com/library/world/blxafghanistan.htm?iam=dpile
http://school.discovery.com/homeworkhelp/worldbook/atozgeography/a/006700.html
http://asia.cnn.com/2001/WORLD/asiapcf/central/04/24/taleban.profile/index.html

Student Bureau: Afghan Refugees

1. Who is Sid Akbar? Where is the Jalozai refugee camp located? How many people live in Jalozai? Why did these refugees leave Afghanistan? What are the living conditions like at the Jalozai camp?

2. How do the Shamshatu and Jalozai refugee camps differ? What emotional and physical problems do you think Afghan refugees face? What types of educational opportunities are available for children at the Shamshatu camp? Why is formal education important, particularly for the refugee children? Why is it difficult to convince some Afghan parents that their children are in need of education?

3. Ask students: How do your lifestyles compare to those of the Afghan refugees? Following this discussion, instruct each student to imagine that they are an Afghan refugee. Direct students to think about what their daily existence would be like, and how they would feel about being displaced. Have each student write a letter or journal entry that expresses his/her thoughts and feelings about being in a

refugee camp.

4. Point out to students that, according to the U.N. Children's Fund, as many as 1.3 million Afghans might attempt to escape if the U.S. military strikes in Afghanistan. Currently, humanitarian workers are preparing to deal with this possible scenario. Refer students to the links below to learn more about the Afghan refugee problem. What hardships do the refugees endure? What types of assistance are relief organizations providing? Are these relief organizations able to meet the refugees' needs? Why or why not? How have the September 11th attacks impacted the refugee relief effort? What types of long-term refugee problems might humanitarian workers encounter if the U.S. military strikes in Afghanistan? Explain.

   Following the discussion, inform students that Ruud Lubbers, the U.N. High Commissioner for Refugees, has called for the creation of a "humanitarian alliance" that would work side-by-side with a political and military campaign against terrorism. Have students consider the importance of a humanitarian alliance. Then, challenge students to identify the components of such an alliance.

LINKS:
http://www.cnn.com/2001/WORLD/europe/09/23/gen.afghan.refugees/index.html
http://asia.cnn.com/2001/WORLD/asiapcf/central/06/22/afghan.tents/
http://www.cnn.com/2001/WORLD/asiapcf/central/05/21/afghan.deathcity/
http://www.unhcr.ch/world/mide/afghan.htm
http://www.unhcr.ch/news/media/afghan/latest.htm

Students Against War

1. Describe the turnout at the anti-war rally seen in the video. Where did this rally take place? Why are these student peace activists "unwanted" now in the U.S.? Who are these peace activists? What is the "new school" of protest that they represent?

2. Why do many of these peace activists describe themselves as "anti-globalist"? How did these student activists react to President Bush's speech last week? In the video, one student says, "The thing that people like us want is justice. What our government is going after is punishment." How would you respond to that statement? Do you think it is possible to have justice without punishment? State your rationale.

3. What disagreements are there within the peace activist groups? Does being pro-peace mean being against any type of retaliation, according to one activist? Explain. Why do you think the activists want to educate the American public on the root causes of terrorism? Do you think educating the public on the causes of terrorism would help to eliminate terrorism? Why or why not?

4. At the end of the video, we are told that the peace activists are struggling to offer alternatives to military retaliation in this situation. Lead a class brainstorming session to generate a list of possible alternatives to military action in the wake of the terrorist attacks. Suggestions might include: Intelligence gathering, economic sanctions and political isolation of nations that sponsor terrorism. List the students' ideas on the board. Review the list and ask: Which of these do you think would be agreeable to some of the student peace activists? Do you think any of these measures should be pursued, with or without military action? Why? Discuss.

5. What is globalization? What are its pros and cons? Have students work in groups to learn more about globalization and its recent economic and political implications. Share student findings. Discuss the

benefits and downsides to globalization: Can any aspects of globalization be used to improve the condition of all humankind? Point out that many anti-globalization groups use the Internet and other modern media to spread their messages. Do students see any irony in this approach? Discuss.

6. Student protests have long been a part of American history. Divide your class into groups. Have each group choose one U.S. military action and conduct research to learn more about students' responses to it. Share each group's findings, and compare each anti-war movement to the one profiled in today's video. What makes the anti-war movement in the video different? Why?

LINKS:
http://globalization.about.com/library/weekly/aa080701a.htm
http://globalization.about.com/blgznews.htm?iam=dpile&terms=%2Bglobalization
http://www-tech.mit.edu/V110/N60/war2.60n.html
http://manchesternh.about.com/library/weekly/aa043000.htm?iam=dpile&terms=%2Banti-war+%2Bstuden
http://members.aol.com/apollo711/war/

EDITOR'S NOTE:
patriotism
prayer service
Afghanistan
refugee camps
Pakistan
student peace activists
globalization
terrorist attack

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CNN NEWSROOM Guide

September 25, 2001

Teachers: Welcome to a Special Edition of CNN NEWSROOM, "America's New War." For a comprehensive list of links to CNN NEWSROOM guides and CNNfyi.com educational materials on this topic, please go to:
http://turnerlearning.com/newsroom/specials.html.

---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:50...01:00

Diplomatic Relations ... 07:40...08:40
-Russia's President supports U.S. military action in Afghanistan.
-The U.S. receives diplomatic help from some of Afghanistan's neighboring countries.
-War wages in Afghanistan between the Northern Alliance and the Taliban.

Student Bureau ... 03:15...11:55
A young Afghan refugee shares his thoughts on Afghanistan.

Web Site Information ... 00:45...12:40
Information on the CNN NEWSROOM Daily Classroom Guide

Spending Money ... 02:20...15:00
The future of the U.S. economy is tied to consumer spending.

Tourists ... 01:35...16:35
Tourists and New York City residents visit "ground zero."

Parents' Weekend ... 04:10...20:45
College students and their families reconnect at an emotional time.

Naval Academy Reunion ... 05:40...26:25
Naval Academy alumni remember a classmate who died during the World Trade Center attacks.

CNN NEWSROOM CLOSE ... 01:35... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Diplomatic Relations

1. What is Russia's position on U.S. military action in Afghanistan? What types of support has Russia offered the U.S. for its war against terrorism? Why do you think Russia is refusing to commit military troops?

2. Refer students to multimedia resources to create a timeline of significant events that have shaped U.S.-Russia relations since the Cold War. Instruct students to examine the history of the Soviet-Afghan war in the 1980s and America's role during the conflict. After students complete the timeline, ask: Why do you think Russia has agreed to support the U.S. in its war against terrorism? What are the potential benefits of this decision for the U.S. and its allies? To what extent do you think a war against terrorism would "fundamentally change" Russia's relationship with the U.S.? Discuss.

3. Why is it necessary for the U.S. to have the support of Afghanistan's neighboring countries? Why is it challenging for U.S. diplomats to establish political alliances with these nations? What do you think Lt. Gen. Don Shepherd meant when he stated that it is important for the U.S. not to destabilize these governments? Do you agree with Shepherd's assertion that the situations in Afghanistan and the Middle East are similar? Why or why not? What lessons might the U.S. learn from the Middle East conflicts that could help the nation in its war against terrorism?

4. What is the status of the conflict between the Northern Alliance and the Taliban? What is the strategic significance of Kabul? How are Afghan civilians being affected by this conflict? Refer students to the last link below and other resources to learn more about the history of the Northern Alliance, its war with the Taliban, and its relationship with the international community. Then ask: Why are the Northern Alliance and the Taliban in conflict? Which nations currently support the Northern Alliance? How might U.S. strikes in Afghanistan impact the Northern Alliance-Taliban conflict? Have students consider the political repercussions should the Taliban be removed from power.

5. Prior to viewing these three CNN NEWSROOM segments, instruct students to write down the countries and other locales that are mentioned in the stories. After viewing, list students' responses on the board and have them identify these locales on a world map. Then, have groups of students prepare profiles on the countries listed. Ask students to gather information on each country's history, culture, political and economic status, and its strategic importance in terms of U.S. military action in Afghanistan. After groups present their profiles, ask: What risks do these countries assume by supporting U.S. military action? Why do you think these nations have agreed to support the U.S.?

6. Teachers: Visit the following CNNfyi.com site for additional information and an activity on the U.S. government's efforts to obtain global support for its campaign against terrorism: http://fyi.cnn.com/2001/fyi/lesson.plans/09.21/bush.speech/ .

LINKS:
http://www.cnn.com/SPECIALS/2001/trade.center/
http://www.afghan-web.com/geography/
http://school.discovery.com/homeworkhelp/worldbook/atozgeography/a/006700.html
http://geography.miningco.com/library/maps/blafghanistan.htm
http://cnn.com/2001/WORLD/asiapcf/central/09/24/ret.afghan.opposition/index.html

Student Bureau: Ahkmal's Story

1. Who is Ahkmal Rouf? Which country is he from? Where does he currently live? How does he feel about Afghanistan and the Taliban? According to Ahkmal, what should be done to help Afghanistan and its people?

2. Point out to students that the United Nations High Commissioner for Refugees was created in 1950 by the U.N. General Assembly to help the world's refugees. Have students consult the last two links below and other resources to learn about the role of the UNHCR in Afghanistan, the challenges that face UNHCR workers in this country, and the plight of Afghan refugees. Share student findings. Discuss how an escalation of the conflict in Afghanistan could impact the work of the UNHCR and the lives of Afghanistan citizens.

LINKS:
http://cnn.com/2001/WORLD/asiapcf/central/09/20/ret.afghan.refugees/index.html
http://www.cnn.com/2001/WORLD/europe/09/23/gen.afghan.refugees/index.html
http://asia.cnn.com/2001/WORLD/asiapcf/central/06/22/afghan.tents/
http://www.cnn.com/2001/WORLD/asiapcf/central/05/21/afghan.deathcity/
http://www.unhcr.ch/world/mide/afghan.htm
http://www.unhcr.ch/news/media/afghan/latest.htm

Spending Money

1. What happened to stock prices on Wall Street yesterday? Do you think this trend will continue? Why or why not? What happened to sales at Potamkin Buick and Chevrolet in Manhattan immediately following the attacks of September 11th? What happened to sales at this dealership during this past weekend? Why is it important for the U.S. economy that consumers resume spending?

2. What evidence from the video supports the claim that a recession is likely to occur? What industries are experiencing a "virtual depression"? Which industries stand to thrive during these tough economic times? Which companies stand to endure no matter what the economy is doing? Why do you think increasing government spending and lowering interest rates helps businesses?

3. How are local businesses weathering these tough economic times? Divide your class into small groups. Direct each group to interview one local business owner or manager of a retail establishment, restaurant, or entertainment facility to learn more about consumer behavior over the past two weeks, and how it compares to the same time period last year. Have each group ask the businessperson what factors are contributing to this behavior. Reconvene the class, and have groups report their findings. Ask students: Is there a general trend among these businesses? If business is down from this time last year, how are business owners and managers coping with the loss of revenue? How could cutbacks in operations, including layoffs, ultimately affect your community as a whole? Discuss.

LINKS:
http://cnnfn.cnn.com/2001/09/24/markets/markets_newyork
http://cnnfn.cnn.com/
http://www.bls.gov/

Parents' Weekend

1. What course of study is Nicole Chapman pursuing in college? What was her father doing in Saudi Arabia while Nicole was in elementary school? How did her mother explain his absence? Why has her father come to see her at college? How are the two confronting the latest "reality" of their military lives?

2. How is Mateen Afzal involved in the "war against ignorance"? Why have his parents come to the university? Why was the trip especially difficult for Mateen's mom? Why did she finally decide to come to Colorado? What message does Syed Afzal have for his son?

3. Why was it a challenge for many of the college students' families to reunite with them this past weekend? What activities did the families attend at this university? What activity was not on the usual Parents' Weekend schedule? At the end of the video, the reporter calls the parent/student reunions "a celebration of human spirit." What do you think this means?

4. Point out to students that, in the video, we hear this quote, "Families rally for understanding, and in these times of uncertainty, cling to what they are sure of." Ask students if the events of the past two weeks have made them feel insecure or unsure. If so, ask what students are doing to help themselves recover in the wake of the September 11th attacks. Have they rediscovered their families and friends? Have students taken on a new sense of purpose or focus? Have they leaned on spirituality? Direct each student to think about and write a one sentence entry in his/her journal, filling in the blanks of the following sentence: "I am sure of _____ because _____." Encourage students to lean on what they are sure of as they try to return to normalcy.

LINKS:
http://fyi.cnn.com/2001/fyi/news/09/12/wtc.student.reax/index.html
http://fyi.cnn.com/2001/fyi/news/09/19/sb.views/index.html
http://www.apa.org/

Naval Academy Reunion

1. Why was the reunion of the Naval Academy class of 1971 a time of both celebration and sorrow? Who was Charles Burlingame? How did Burlingame's classmates respond to the news of his death? Why was it important for the Naval Academy alumni to attend the reunion?

2. How has Frank Wnek reacted emotionally to the death of Charles Burlingame? Why is Wnek trying to stay angry? Were you surprised by his response? Why or why not? Have you ever experienced the death of someone you loved? If so, how did this experience affect you?

3. Point out to students that most people experience the death of a loved one at some point in their lives, and must deal with the grief that follows. Refer your students to the links below to learn more about the physical and emotional effects of death and how to cope with grief. Instruct students to identify how death can impact children and adults differently. After students share their findings, have them create a pamphlet for children and adults that addresses the impact of death and how to cope with grief. The pamphlet should contain a list of local resources related to these topics. Disseminate the pamphlets to families within your school community.

   EXTENSION: Teachers: Please note that students who have witnessed or who have been directly affected by the terrorist attacks are at risk for developing Post Traumatic Stress Disorder (PTSD). If you would like additional information about the symptoms, effects, and treatment of PTSD in children and adolescents, please visit the following National Center for Post Traumatic Stress Disorder Web

site: http://www.ncptsd.org/facts/specific/fs_children.html

LINKS:
http://www.nmha.org/infoctr/factsheets/42.cfm
http://www.apa.org/psychnet/coverage.html

EDITOR'S NOTE:
Afghanistan
Russia
diplomatic relations
refugee
U.S. economy
consumer spending
grief
Naval Academy

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CNN NEWSROOM Guide

September 26, 2001

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

Civil Liberties ... 07:10...07:50
-How much personal liberty are Americans willing to relinquish to prevent terrorism?
-The U.S. has curtailed civil liberties in the past during tense times.

Sid Akbar ... 03:30...11:20
CNN Student Bureau's Sid Akbar reflects upon his visits to Afghani refugee camps in Pakistan.

Rescue Dogs ... 02:10...13:30
Canine rescue teams assist in the World Trade Center recovery mission.

Landfill ... 02:10...15:40
At the Staten Island landfill, investigators comb through the World Trade Center wreckage.

Web Site Information ... 00:45...16:25
Information on the CNN NEWSROOM Daily Classroom Guide

Towers of Light ... 03:10...19:35
A group of artists want to build a temporary memorial near the site of the World Trade Center.

Reflections ... 01:00...20:35
Musician Sheryl Crow talks about the healing power of music.

Celebrity Benefits ... 02:45...23:20
Celebrities raise millions of dollars for terrorist attack relief.

Remembering Zoe ... 04:00...27:20

Neighbors remember a young victim of the September 11th terrorist attacks.

CNN NEWSROOM CLOSE ... 00:40... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Civil Liberties

1. What is the Bush administration asking Congress to do in response to the September 11th terrorist attacks? Why are advocacy groups, legal experts, and some members of Congress voicing strong concerns about the administration's anti-terrorism package?

2. What is a "sunset provision"? According to Alan Dershowitz, why should every compromise with civil liberties have a sunset provision? As a class, have students consider whether sunset provisions should be required for each of the legislative actions outlined in the Bush administration's anti-terrorism package. If so, what should the provisions be?

3. Have students review Joel Hochmuth's segment and generate a list of ways that the current quest for increased domestic security could impact individual civil liberties. List these ramifications on the board. Ask each student to write an essay in response to the following question: To what extent are you willing to sacrifice individual freedoms to protect yourself from terrorism?

4. According to Garrick Utley, when in the past has the U.S. government suspended civil liberties in the name of national security? What are the roles of the legislative branch, executive branch, and judicial branch of the U.S. government during this process?

5. Share the following quote from the video with your class: "Throughout their history, Americans have found that some "inalienable rights" have been more inalienable than others." What does this statement mean? Give examples.

6. Group students and assign each group a time period between 1798 and the present. Direct groups to their textbooks and other resources to identify examples of when Congress has curtailed civil liberties to protect national security. Have students research the history and circumstances surrounding these legislative actions. Following each presentation, ask: Did the legislative action achieve its goal? Why or why not? What civil liberties were sacrificed?

LINKS:
http://www.cnn.com/2001/US/09/25/inv.bush.fbi/index.html
http://cnn.com/2001/US/09/25/inv.civil.liberties/index.html
http://www.usdoj.gov/
http://www.aclu.org/
http://civilliberty.about.com/library/weekly/aa091201a.htm

Sid Akbar

1. Who is Sid Akbar? Describe the conditions of the Afghani refugee camps. What were some of Akbar's most vivid memories of his visit to the refugee camps? If your students have seen Akbar's two Student Bureau stories on the Afghani refugees, have them share their impressions of what they saw.

2. TEACHERS: For additional information, discussion questions, and activities on the plight of Afghani refugees, check out the 9-24-01 and 9-25-01 CNN NEWSROOM Daily Guides.

   Also, if you would like your students to learn more about Islam and the Muslim culture, follow the CNNfyi.com discussion activity, "Muslim student mood".

Rescue Dogs

1. How many canine teams have been deployed to the World Trade Center disaster site? What are the responsibilities of these canine rescue teams? Describe the relationship between the dogs and their handlers. Do you think these dogs are being treated humanely? Discuss.

2. Remind students that the rescue workers at the World Trade Center and the Pentagon have been hailed as heroes. Ask students: What is a hero? Do you think the rescue dogs deserve to be honored like the other rescue workers? Why or why not? If so, how should these dogs be honored?

3. Have students research newspaper, periodicals, and online resources to learn how animals have been used to enhance the quality of life for humans. Group students. Have each group prepare a presentation about the use of animals in the areas of medical research, police work, space exploration, and aiding the disabled. Why was the animal chosen to carry out its specific task? What usually happens to the animals once it has completed its task? Have students share their findings in class discussion.

LINKS:
http://www.nasar.org/canine/doginfo.shtml
http://www.peteducation.com/newsviews/01_scp_relief.htm

Landfill

1. What type of work is taking place at the Staten Island landfill? What information are investigators looking for? How might this information be helpful to investigators and to families who are missing loved ones? In your opinion, what is the most challenging part of the investigators' work?

2. In the video, we learn that little things, like a necklace, "tug hard at the humanity" of the people combing through the World Trade Center wreckage. What images or actions related to the terrorist attacks have moved you the most? Why?

3. What agencies are investigating the World Trade Center wreckage? Refer groups of students to the Web sites below to learn about the Federal Bureau of Investigation, the New York City Police Department, the Federal Aviation Administration, and the Red Cross, and how each has responded to the September 11th attacks. After groups present their information, invite representatives from these organizations to your class to talk about how the attacks have impacted their operations, and how students can help during this period of crisis.

LINKS:
http://www.latimes.com/news/nationworld/nation/la-091901staten.story
http://home.nyc.gov/portal/index.jsp?pageID=nyc_home
http://firstgov.gov/featured/usgresponse.html?ssid=10014584376821_172

Towers of Light

1. What type of temporary memorial does the Creative Time organization want to build in New York City? How did the idea for the Towers of Light originate? What would be the symbolic significance of these towers? Do you think the Towers of Light should be built? Why or why not?

2. What is a memorial? Why are memorials important? Challenge students to identify the history, meaning, and significance of different memorials. Then, group students. Direct each group to design a memorial commemorating the terrorist attacks on the World Trade Center. Have groups present their projects and discuss.

LINKS:
http://www.creativetime.org/towers/
http://www.cnn.com/SPECIALS/2001/trade.center/

Celebrity Benefits

1. How are performers helping victims of the September 11th attacks? How much money did the "America: A Tribute to Heroes" telethon raise? How do you think this money should be used?

2. Encourage students to devise a fund-raiser or benefit to support a charity that is helping victims of the World Trade Center and Pentagon attacks. Be sure to contact the agency or group to seek help and advice in designing the event or program. The activity could focus on gathering funds or increasing public knowledge about an issue. Allow students ample time to publicize and plan their benefit.

LINKS:
http://www.cnn.com/2001/US/09/25/vic.victims.telethon.ap/index.html
http://www.helping.org/
http://www.redcross.org/

Remembering Zoe

1. What tragedy took the lives of Zoe Falkenberg and her family? How old was Zoe? Where did the Falkenberg family live? For how long had the Falkenbergs lived there? What evidence suggests that they were close to other families in the community? What did Zoe tell her friends when she called them the night before the plane crashed?

2. What do Zoe's friends remember about her? How did her young friends react to news of her death? What did the children recently do in an attempt to "find some peace"? Why do the children in the community want to participate in this memorial for Zoe?

3. How are some of the community's children displaying signs of stress in the aftermath of Zoe's death? What are parents doing and saying to help comfort their children? What seems to comfort the children most?

4. In the video, we hear the reporter say: "These 9-year-olds are different. Death has come to their neighborhood." Have you ever experienced the loss of a young friend? If so, did the experience make you "different"? Explain. To what extent do you think young children who experience death experience a loss of their childhood as well?

5. Poll students in the class to see how many have younger siblings, or are caretakers (such as baby sitters or child daycare workers) for young children. Survey these students to find out what their younger siblings or charges know about the events of September 11th, and to what extent they have expressed feelings of fear, anger, curiosity, and sadness, about the attacks. Then, point out that children of different ages react differently to trauma. Have students work in groups to learn more about typical reactions that children of different ages might display in the aftermath of a tragedy, like these terrorist attacks. Next, have groups extend their research to find out what parents, older siblings, and caretakers can do to comfort these children and help them to feel secure. Have groups share their findings and discuss.

LINKS:
http://www.ncptsd.org/facts/disasters/fs_children_disaster.html
http://www.childtrauma.org/Traumatic_events_teachers.htm
http://fyi.cnn.com/2001/fyi/teachers.ednews/09/11/talk.trama/index.html

EDITOR'S NOTE:
civil liberties
terrorism
refugees
World Trade Center
memorial
telethon
death
family

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CNN NEWSROOM Guide

September 27, 2001

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http://turnerlearning.com/newsroom/specials.html.

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---------- PROGRAM RUNDOWN ----------

STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

Airline Woes ... 05:05...05:45
-The September 11th attacks have financially crippled the airline industry.
-The rental car industry experiences fallout from the attacks.

Consumer Confidence ... 02:20...08:05
Consumer confidence suffers its biggest one-month drop since the Gulf War.

Disaster Cleanup ... 03:05...11:10
Disaster cleanup specialists are busy at work in New York.

Glimpse of Islam ... 04:25...15:35
Unbeknownst to many, Christianity and Islam have many similarities.

Sikhs ... 02:50...18:25
In the U.S., Sikhs are being targeted for hate crimes.

Reflections ... 01:00...19:25
Dr. Deepak Chopra shares his thoughts on how Americans should respond to the tragedy.

America's Response ... 08:15...27:40
Journalist Ed Vulliamy shares his observations on how Americans have responded to the terrorist attacks.

CNN NEWSROOM CLOSE ... 00:20... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Airline Woes

1. How have the terrorist attacks hurt the airline industry? How many positions does Delta Airlines expect to eliminate? What problems will many of the terminated airline employees face?

2. How much money has Congress allocated to help the airline industry? Refer students to the second link below to learn more about the Air Transportation Safety and System Stabilization Act. Ask students: How will this legislation benefit the airline industry? Why do you think the legislation passed so quickly? How are families of victims compensated under this legislation? Why do you think the bill also contains a measure to limit salaries?

3. How has the car rental industry been affected by the terrorist attacks and the recent slowdown in airline travel? What are the implications for car rental customers, auto makers and investors? Challenge students to identify other industries that are being impacted by the slowdown of airline travel?

4. Direct each student to identify professions that are directly tied to the airline industry, such as an airline pilot, flight attendant, or airline customer service agent. Have each student create a chart that depicts how the elimination of these positions affects other people and businesses. Will these widespread layoffs in the airline industry affect you? Discuss.

LINKS:
http://www.cnn.com/2001/TRAVEL/NEWS/09/26/rec.bush.aviation/index.html
http://fyi.cnn.com/2001/fyi.news/09/24/airline.bailout/index.html
http://www.faa.gov/main.htm
http://www.airports.org/index.html
http://www.dot.gov/airconsumer/

Consumer Confidence

1. What is "consumer confidence"? How have the terrorist attacks affected consumer confidence in the U.S.? What two main factors are responsible for eroding consumer confidence? What action is the U.S. government taking to boost consumer confidence?

2. Direct groups of students to investigate the economic indicator known as consumer confidence to learn more about:
   - how it is measured;
   - what factors contribute to the level of consumer confidence;
   - trends in consumer confidence over the past six months.

   Have each group present its findings. Then ask: Why do students think that consumer confidence is one of the prime indicators used by economists to determine the health of the economy? To what extent do students think the words of leaders, like Alan Greenspan and George Bush, influence

consumer confidence? How long do you think it will take to restore consumer confidence in the U.S.? Discuss.

LINKS:
http://moneycentral.msn.com/investor/glossary/glossary.asp?TermID=896
http://www.tcb-indicators.org/
http://www.conference-board.org/economics/news/press.cfm?PressID=4662

Disaster Cleanup

1. What kind of work is done by Maxons Restorations? Where are its crews currently working? What is the composition of the "dust" they find on their jobsites? How did the concrete dust get into these apartments?

2. How do workers in this business protect themselves as they do their jobs? How do they clean up the dust and debris? Approximately how long does it take for a team of five workers to clean a one-bedroom apartment near the site of the World Trade Center disaster? How much does this cost? Who usually pays this cost?

3. Why is it pointless for the residents to try to clean up the apartments themselves? What kinds of items cannot be adequately cleaned at all? Why? Why are so many residents of the area determined to get the job done and move back? Do you think you would feel the same way? Why or why not?

4. Although their job is far from glamorous, cleanup businesses are providing an essential service to the public in New York at this time. Ask students: What other businesses do you think are becoming more important in the wake of the attacks of September 11th? List their responses on the board. The list may include DNA laboratories (victim identification), dog handlers (for human remains recovery, as seen in yesterday's program), and companies that manufacture respirators. Divide the class into small groups. Have each group choose one of these businesses and conduct research to learn more about it. Have groups share their findings and explain why their chosen businesses are facing increased demand for their services or products as a result of this disaster.

LINKS:
http://www.cdc.gov/niosh/nasd/docs/as18800.html
http://www.ag.uiuc.edu/~vista/disaster.htm
http://environment.about.com/library/weekly/aa091201a.htm?iam=dpile&terms=%2Bcleanup+%2Bafter+

Glimpse of Islam

1. What religion do Muslims practice? Who was Mohammed? What is the Koran? What evidence suggests that there are many similarities between Islam and Christianity? What is "jihad"? According to Islamic scholars, how has the term jihad become "perverted"? What evidence suggests that it is dangerous for people to believe that one faith is superior to all others? Why is it important that people try to understand different religious beliefs?

2. Encourage your students to investigate the basic principals of Islam and its position on violence. Point out that many nationalities and religions, including Islam, have been victimized by the horrific attacks that took place on September 11th. Your students can read about one Muslim-American family that lost a loved one in one of these attacks by going to the last Web site below.

3. How does Islam compare to Christianity and Judaism? Ask students to create graphic organizers that compare the three religions, using current social studies texts, reference materials, and the links below. After graphic organizers are complete, have students discuss the similarities and differences among these religions. How might this information be used to reduce the stereotypes and stigma that are associated with Islam? Discuss.

LINKS:
http://www.islam-guide.com/
http://www.arches.uga.edu/~godlas/
http://judaism.miningco.com/
http://www.rcls.org/deskref/Religion/Catholicism/
http://www.cnn.com/2001/US/09/18/vic.muslims.victims/

Sikhs

1. Who is Jajhaar Singh? Why is he only allowed to play in his backyard? Who are the Sikhs? How old is Sikhism? Where did it originate? Why have American Sikh been the victims of hate crimes following the terrorist attacks?

2. Why do you think these hate crimes were committed? What are the consequences of stereotyping Sikhs, Arabs and Muslims, both for these groups and for the U.S. as a whole? Do you have strong emotions about what has happened to the U.S.? Do you assign blame for the attacks to any one group of people? If so, what can you do to prevent yourself and others from lashing out against innocent Sikhs, Arab-Americans, and Muslims?

3. Refer students to multimedia resources, including the Web sites below, to research the history of the Sikhism. As a class, compare and contrast the similarities and differences between Sikhism and other religions. Then ask: Have students consider the religion's social and religious customs, including the role of women. Have the principles of Sikhism changed in 300 years? Explain.

LINKS:
http://www.sikhs.org/topics.htm
http://cnn.com/2001/US/09/19/gen.hate.crimes/index.html

America's Response

1. According to Ed Vulliamy, how has America changed as a result of the terrorist attacks? In general, how have Americans responded to the attacks? Why do you think this tragedy has compelled so many U.S. citizens to consider what it means to be an American? What does being an American mean to you?

2. How are the September 11th attacks different from attacks that other nations have experienced during times of war? Discuss. How do you feel about the U.S. government's response to the attacks so far? Do you support the nation's war against terrorism? Discuss.

3. Has your community become more patriotic over the past weeks? If so, how? Are young people you know displaying more patriotism since the attacks? Why do you think the attacks have brought out patriotism in so many people? How might patriotism help Americans to heal in the aftermath of this tragedy?

4. According to Vulliamy, many Americans are displaying "patriotism" rather than "nationalism" in response to the attacks. What is the difference between patriotism and nationalism? Do you agree with Vulliamy? Why or why not? What are the pros and cons of expressing nationalistic views versus patriotic views during this crisis? Discuss.

5. Have your feelings about the American flag changed since the attacks? If so, how? Why do you think the American flag has become such a powerful symbol during this period of crisis? Point out to students that, in addition to flags, anthems are also powerful symbols of national identity. Refer students to online and library resources to learn about the history and meaning of the American national anthem and the U.S. flag. Then, generate a class discussion about whether the significance of these symbols has changed since the September 11th attacks.

LINKS:
http://www.guardian.co.uk/usattack
http://americanhistory.si.edu

EDITOR'S NOTE:
airline industry
consumer confidence
industrial cleaning
Islam
Sikh
hate crimes
patriotism
nationalism

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STORY ...SEGMENT...PROGRAM

CNN NEWSROOM OPEN ... 00:10... 00:10

SPECIAL REPORT ... 00:30...00:40

Biological and Chemical Terrorism ... 05:50...06:30
-Many U.S. cities lack a biological or chemical terrorism response plan.
-The U.S. health care system is ill-prepared to deal with a chemical or biological attack.

Clean Up Technology ... 03:35...10:05
An array of products are being designed to clean up after a chemical and biological attack.

Special Operations Forces ... 06:05...16:10
U.S. Special Operations Forces could play a crucial role in the war against terrorism.

Web Site Information ... 00:45...16:55
Information on the CNN NEWSROOM Daily Classroom Guide

America Reacts: In the Classroom ... 03:00...19:55
CNN NEWSROOM's Mike McManus visits a school that's focusing on history in the making.

Reflections ... 01:00...20:55
Sen. Hillary Rodham Clinton expresses gratitude to the nation on the behalf of New Yorkers.

Rudy the Rock ... 06:20...27:15
-Mayor Rudolph Giuliani is scheduled to leave his post at the end of this year.
-Mayor Giuliani is enjoying popularity amid some of New York City's darkest days.

CNN NEWSROOM CLOSE ... 00:45... 28:00

---------- CNN NEWSROOM STORIES ----------

CNN NEWSROOM OPEN

SPECIAL REPORT

Biological and Chemical Terrorism

1. Why do you think terrorists would want to use chemical and biological weapons? Who are the "first responders" to a terrorist attack? How much money has the U.S. government allocated this year to fight terrorism? What percentage of this money is earmarked for state and local terrorism preparedness? How well is the U.S. prepared to deal with a chemical or biological attack? Discuss.

2. What are some of the differences between chemical and biological attacks? What is the role of the U.S. health care system following one of these attacks? What needs to be done to improve the ability of the U.S. health care system to respond to chemical and biological attacks?

3. How concerned are you that a biological or chemical attack might occur in the U.S.? Discuss. Have you or others you know taken measures to protect yourselves against such an attack? If so, explain the measures. Do you think the U.S. government should allocate more money for antiterrorist efforts? Why or why not? If so, how much money should be allocated? How should this money be used? Discuss.

4. Have students use print and online resources, including the second Web site below, to learn more about biological agents, biological diseases, and chemical agents. Group students and have groups prepare presentations about the symptoms and treatments for these agents and diseases. Ask students to identify what, if anything, can be done to prevent and control the spread of these agents and diseases.

5. Have groups of students go online to learn more about the coordination efforts of government agencies to respond to biological and chemical terrorism in the U.S. What government agencies and departments are involved in this effort? What might be the role of each of these agencies in the event of a terrorist attack? What challenges do these agencies face in preparing for and responding to acts of terrorism? Have groups share their findings. Direct students to consult local and state agencies to determine what they are doing to prepare for the possibility of a terrorist attack.

6. Biological warfare is as old as war itself. The ancient Romans are thought to have initiated the practice of biological warfare by dumping diseased animals into the drinking water of their enemies, thus making their enemies sick and affecting their morale. Have students work in groups to learn more about biological warfare throughout history. After students share their information, discuss what makes biological warfare especially threatening to humans in the modern world.

LINKS:
http://www.bt.cdc.gov/
http://www.bt.cdc.gov/Agent/Agentlist.asp
http://www.cdc.gov/nceh/nps/default.htm
http://www.cdc.gov/ncidod/EID/vol5no4/pavlin.htm

http://www.ndpo.gov/
http://domesticpreparedness.com/
http://www.harcourt.com/dictionary/

Clean Up Technology

1. What types of products are designed to clean up after a chemical or biological attack? What companies and institutions are involved in the development of these products? Which of these products impressed you the most? Why?

2. In the video, we learn that the potential market for products that clean up after chemical and biological attacks has expanded considerably. Challenge students to create a list of related professions that are, or will be, in demand as a result of expanding antiterrorism efforts. Examples include chemists, engineers, and epidemiologists. Then, have students prepare presentations about these professions, and the education and training required to assume specific jobs. After students present their findings, ask: Do any of these professions appeal to you? Why?

LINKS:
http://www.reevesmfg.com/SNL_Foam.htm
http://www.mesosystems.com/Products.htm
http://www.bt.cdc.gov/

Special Operations Forces

1. What are the U.S. Special Operations Forces? Why did some people look down upon these forces after the Vietnam War? What was Operation Eagle Claw? How did it demonstrate the weakness of these forces at that time?

2. What reform did Congress recommend for the Special Forces after the 1983 invasion of Grenada? Why did some individuals in the Pentagon resist this recommendation? What was the turning point for Special Operations?

3. Who are the representatives of Special Operations in the different branches of the U.S. military? What is the specialty of each unit? Which units might see duty in Afghanistan? What advantages do these units have over potential opponents?

4. Point out to students that, since Operation Desert Storm, Special Operations Forces have been involved in what the military refers to as "preventive defense." What do students think this means? Generate a class discussion about the ways in which highly trained special forces might be used in a preventive capacity. Why do students think it is important to keep military forces engaged, even in a time of relative peace?

LINKS:
http://www.specialforces.net/
http://www.infowar.com/mil_c4i/mil_c4i7.html-ssi
http://www.friends-of-sof.org/
http://militaryhistory.about.com/cs/specialforces/index.htm?iam=dpile&terms=%2BSpecial+%2BOperatior

America Reacts: In the Classroom

1. Why have students in Ms. Lenski's class replaced their textbooks with newspapers? How does Ms. Lenski start each class? What are the students writing about today? What do the students think of the new class format? How has communication among the students changed since Ms. Lenski opened class for discussion on the events of September 11th?

2. How diverse is the student population at Clarkston High School? Explain how some students are able to draw upon their personal experience as they add to the discussion of the September 11th attacks. How does ethnic and cultural diversity contribute to the diversity of thought? Why do you think the school will continue to promote discussions like these?

3. Are your classes engaging in discussions about the terrorist attacks? If so, do you find them useful in your understanding of what happened? Have they helped you to better deal with the tragedy? Explain. If not, would you like to have more discussions about the attacks? Explain. Besides general information, what do you think the students in the video are learning from their discussions?

4. The classroom focus on the terrorist attacks is referred to in the video as "history in realtime." Ask students what they think this means. Challenge them to think of ways they will explain the events of September 11th to their grandchildren. Direct each student to write a letter to a child in the year 2101, explaining what happened and what it was like to experience the tragedy of September 11, 2001. Share student letters and discuss how a personal account of history impacts what future generations learn about the past.

LINKS:
http://www.cnn.com/SPECIALS/2001/trade.center

Rudy the Rock

1. Who is Rudolph Giuliani? For how long has he served as the mayor of New York City? How many terms is the mayor of New York City allowed to serve? Why do some people want Mayor Giuliani to extend his current term? What are the pros and cons of term limits? Do you think Giuliani's term should be extended? Discuss.

2. What are the responsibilities of a mayor? In general, how do people feel about Giuliani's professional performance since the September 11th attacks? What challenges do you think a new mayor of New York City would encounter?

3. What makes a good leader? Challenge students to create a list of leaders (such as Winston Churchill, Theodore Roosevelt, and Martin Luther King) who have performed well during periods of national crisis. Have each student write a report about the background and attributes of one of these individuals. Under what circumstances did the person come into power? What events challenged his/her leadership abilities? Why was this person considered an effective leader? After students share their findings, have them examine the similarity and differences in the leadership styles of these individuals.

LINKS:
http://cnn.com/2001/ALLPOLITICS/09/27/rec.mayor.giuliani/index.html
http://home.nyc.gov/portal/index.jsp?pageID=nyc_home
http://www.cnn.com/SPECIALS/2001/trade.center

EDITOR'S NOTE:
biological and chemical weapons
terrorism
preparedness
U.S. Special Operations Forces
history
New York City
Mayor Rudolph Giuliani
leader

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